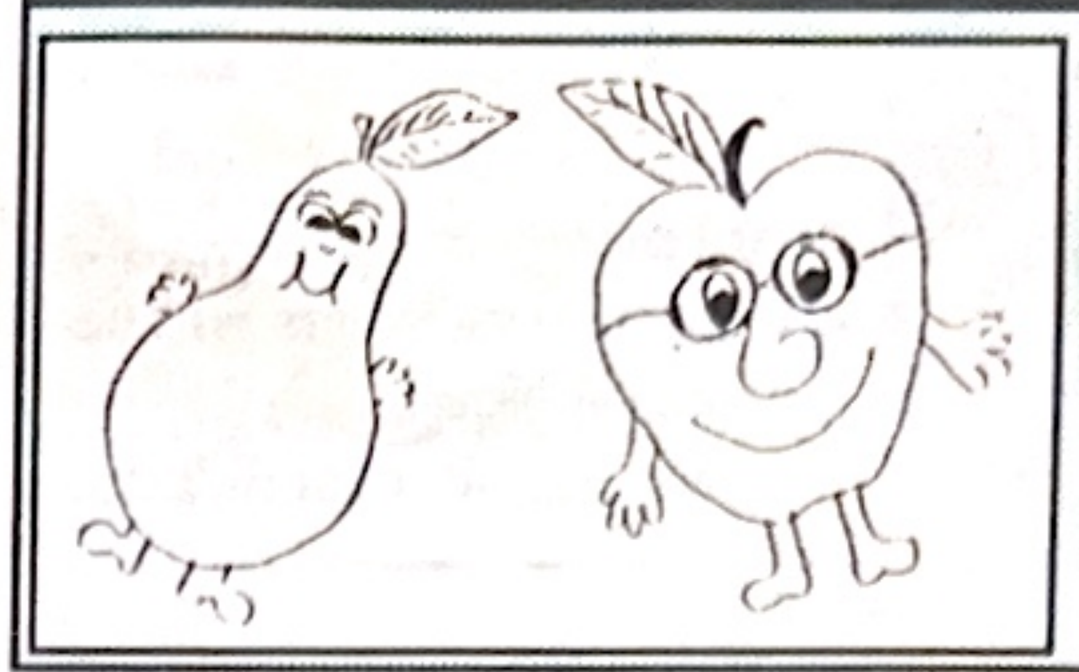
Transexual transvestite from Transylvania's here

Shown every Saturday at midnight, Rocky Horror's full of thrills

page 10



Vegging out

From tofu to carrots, vegetarians chew the fat about their diets

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VOLUME 64 · ISSUE 2

OCTOBER 21, 1993

SHAKERITE

SHAKER HEIGHTS HIGH SCHOOL · 15911 ALDERSYDE DRIVE · SHAKER HEIGHTS, OHIO 44120

NEWS BRIEFS

New standards set for Homecoming

Mixed emotions surround the high school Homecoming Dance, which Principal A. Jack Rumbaugh said will will take place in the north gym on Oct. 23.

Some changes have been made from last year's dance according to senior Jorey Friedman, a member of the homecoming committee.

"This year there is going to be a dress code because last year people showed up in jeans," Friedman said.

There will also be a $100 award for the best float, Friedman said.

Students expressed different opinions about the dance.

"I'm not going to go because it's fake; it's people trying to have a good time," sophomore Matt Danish said.

Some students have expressed disappointment in the event.

"People may be disappointed because they have such high expectations and the real thing never matches up," junior Robyn Margulies said.

While some have negative opinions about homecoming, others said they have enjoyed past homecoming dances.

"I like homecoming, the music does not have enough variety, but I usually have a good time," senior Damone Sanders said.

Homecoming tickets are available in the main office for $7.50.

–Leigh Stevens

Dateless Dance deemed a success

In an attempt to raise money for the senior class and their prom, the PTO (Parent Teacher Organization), student council and senior class are sponsoring several school dances this year.

Called the Dateless Dance, the first of these dances was held Oct.. 2.

Senior Abigail West, an organizer of the dance, said that it raised approximately $1600 for the senior class treasury.

Some students said they preferred the new dance format to previous high school dances.

"The DJ played more of a variety of music. There was everything from R.E.M to Onyx, and overall people seemed to enjoy themselves and dance more," senior Kevin Stear said.

Future high school dances will not necessarily be dateless, according to Carol Bell, PTO member and an organizer of the high school dances.

Two more dances are scheduled for Jan. 8 and March 12.

–Leigh Stevens

United Way totals best in 10 years

BY DEBBIE LIBMAN

Staff Reporter

Focusing on the merits of the United Way program instead of offering incentives as in previous drives, this year's student drive from Oct. 7 through Oct. 15 rasied over $2,419.54, according to Assistant Principal Desadre Lawson.

Faculty and staff donated an additional $3,960, Lawson said, making this year's total the highest in ten years.

Last year students donated $1340.90, and in 1991 student donations totaled $1646.52.

This year's drive was organized by Lawson and math teacher Dennis Hogue.

Although fund drives in the past offered incentives such as pizza parties to homerooms that could raise the most money, Hogue said the focus this year was to promote the program's merits for the people it benefits.

"We were really never talking about who could benefit from the funds," Hogue said. "I'm a believer that you can sell a program on its merit."

In the past, Hogue said that the school may have been afraid of not receiving sufficient donations and therefore offered a reward.

"It doesn't matter what other [incentives] are done," junior Kahesha Franklin said. "I give to United Way because I want to."

Another change made this year was an assembly on Oct. 6 where Hogue told students about his experiences as a child, receiving help from United Way .

"I thought I could get the message across," he said. "It takes a person who is not afraid of where he comes from and is proud of what he is now."

Students responded to Hogue's presentation by donating more money this year. Compared to $5577.90 raised last year, students and staff raised a total of $6,379.54 this year.

"Mr. Hogue's personal approach may have made a difference and a lot of people know him," math teacher Edward Hojnowski said.

Hogue's speech also encouraged students to give.

"I gave to United Way because I sympathize with people who are less fortunate than me and because Mr. Hogue's speech really made me think about me in relation to the rest of the world," sophomore Alex Hamilton said.

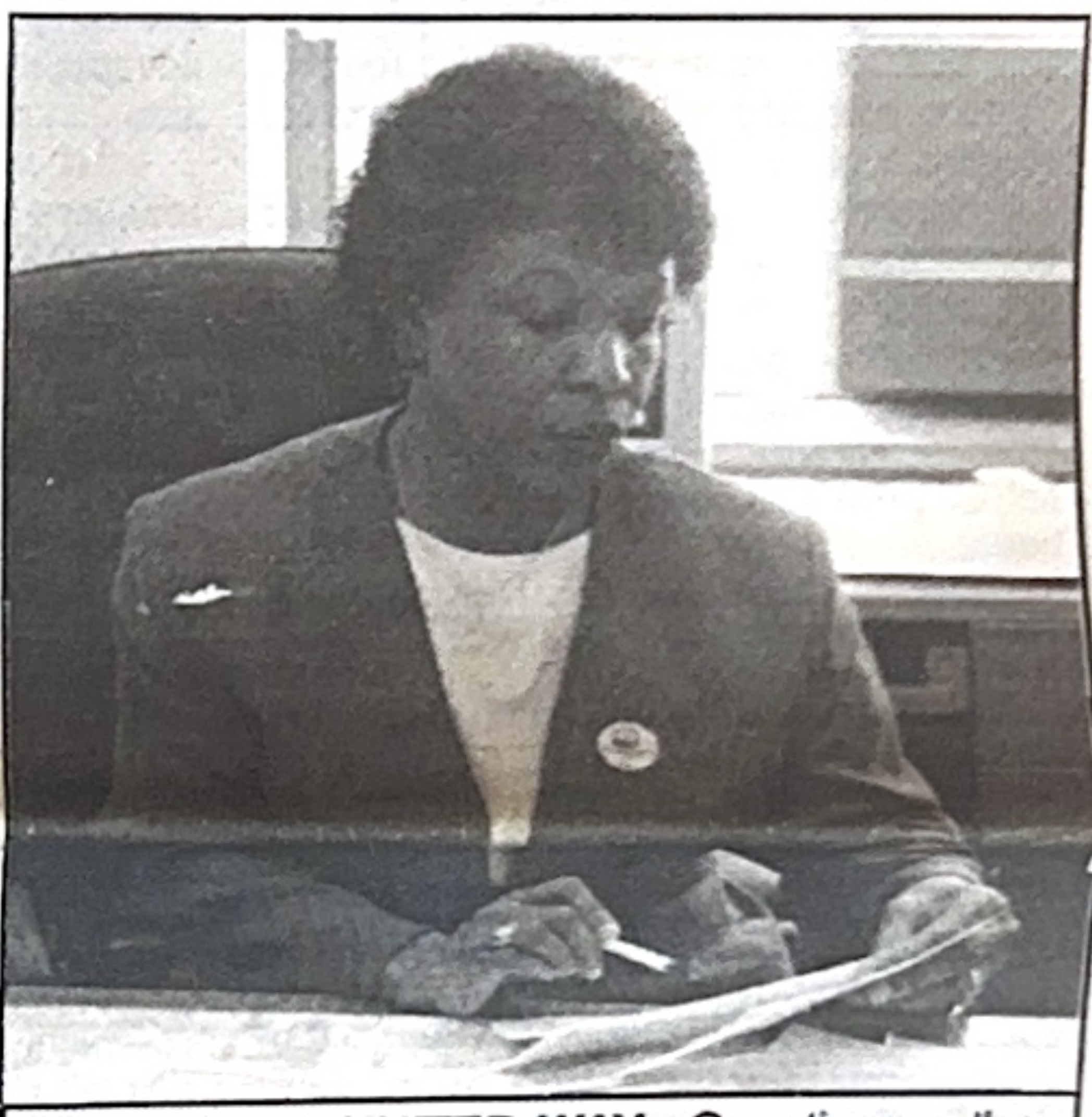
Freshman Sarah Levin said she gave to United Way because she likes helping others.

"[The assembly] also influenced me because Mr. Hogue is actually a person in my life who has been helped," Levin said.

Because the United Way allocated funds raised in a particular city to that community's programs, it is one of the better charitable organizations, Hogue said. In addition, about 85 cents per dollar of donation go directly to needy agencies, while many organizations spend much of their contributions paying employees and overhead expernses, according to Hogue.

By responding with donations, Hogue said that people recognize that there are problems in our own city.

"My life is a lot better off because someone helped me," he said.



UNITING FOR UNITED WAY. Counting up the final day's totals, ninth grade Assistant Principal Desadre Lawson sees how much students donated. This year's campaign raised over $6,300, about $800 more than last year.

Shakerite photo by Larry Latson

National Merit scholars first in state

BY JENNIE REIFF

Staff Reporter

For the second year in a row the high school has more National Merit and National Achievement Semifinalists than any other public high school in Ohio.

Fifteen National Merit Semifinalists, four National Achievement Semifinalists, 20 National Merit Commended Scholars, and seven National Achievement Commended Scholars were determined by their high PSAT scores. These students will now try to advance to the finalist level and compete for college scholarships.

Principal A. Jack Rumbaugh said that he is proud of all the students, and he is pleased with the academic progress African-Americans have made over the past few years. He said that he thinks the progress is a direct result of students, teachers and parents becoming more involved in student achievement.

"Students are beginning to understand it's okay to be black and have good grades," Rumbaugh said.

Guidance department head Eileen Blattner said that although there are not as many semifinalists this year as there were last year, that statistic does not mean that last year's class was more intelligent. She said that you cannot compare numbers of semifinalists from year to year because the scores and selection index change every year.

National Merit Semifinalist Andrew Pearson said that being a semifinalist means that he has an academic advantage that he might not otherwise have had.

"Colleges love seeing students who can score well on tests like that. Just the recognition makes me feel really good," Pearson said.

The 15 National Merit Semifinalists are Sarina Berger, Rebecca Davis, Keren Fischer, Gopal Garuda, Jonas Green, Margaret Herwald, Michael Higley, William Holliday, Andrea Johnson, Lindsay MacDonald, Andrew Pearson, Aaron Pierce, David Sher, Martin Woyczynski and Maureen Young. The four National Achievement Semifinalists are Gregory Guice, Anthony Hughley, Yvonne Munyasya and Dorrian Thornton. The 20 National Merit Commended Scholars are Jonathan Arnstine, Lawrence Boyd, Robert Cameron, Natalie Campbell, Katherine Doll, Rebecca Finch, Beth Freeborn, Gregory Guice, Elizabeth Hammack, Sarah Hill, Bradley Karfeld, Richard Leigh, Joseph Malangoni, Megan Moodie, Yvonne Munyasya, Caitlin O'Grady, Tamara Rothenberg, Jason Stenta, Dorrian Thornton and Jim Whitney. The Seven National Achievement Commended Scholars are Jason Walker, Stacy Spruill, Khadija Woods, Leah Andrews, Alex Denis, Gina Gagliardi and Gregory Roulette.

Elections to be held for school board and city council on Nov. 2

Three new school board members and three new city council members will be elected on Nov. 2.

The four candidates for the school board seats are Thomas H. Moss, Zachary T. Paris, Dr. Marvin A.McMickle and Judith M. Stenta.

The six candidates for the city council seats are David Goss, Maggie Jorgenson, Kenneth Kovach, Donald Krawl, Robert O'Neal and Lewis G. Robinson.

–Dorrian Thornton

School support helps make pep rally success

BY ANGELICA ELLIOTT
Staff Reporter

After years of having only one pep rally a year, administrators decided to add a second rally on Oct. 1.

In the past, behavior problems such as throwing items onto the track and hazing freshman have prevented more rallies, according to the rally's coordinator, Dr. William Newby, head of curriculum.

Several teachers said they support more pep rallies.

"I think more pep rallies would boost team spirit in this school," Spanish teacher Robert Weaver said.

Newby said that the Oct. 1 pep rally was held to promote spirit for the football game against Shaker's rival, the Cleveland Heights Tigers.

The event included a relay race between class officers, a performance of the band's half-time show and students and faculty dancing to the beat of "Shake Your Booty," led by the cheerleaders.

Newby's creative writing class helped think of ideas to make the pep rally better.

One of the ideas from Newby's class that the rally incorporated was selecting "mystery cheerleaders" from the faculty to lead cheers during the rally.

The mystery cheerleaders studied an instructional cheering video with both male and female versions of a cheer made by the cheerleaders.

"We chose to use the girl version," math teacher Walter Slovikovski, one of the mystery cheerleaders, said.

Senior Mike Clawson made a tiger out of a tackle bag for the football players to tackle.

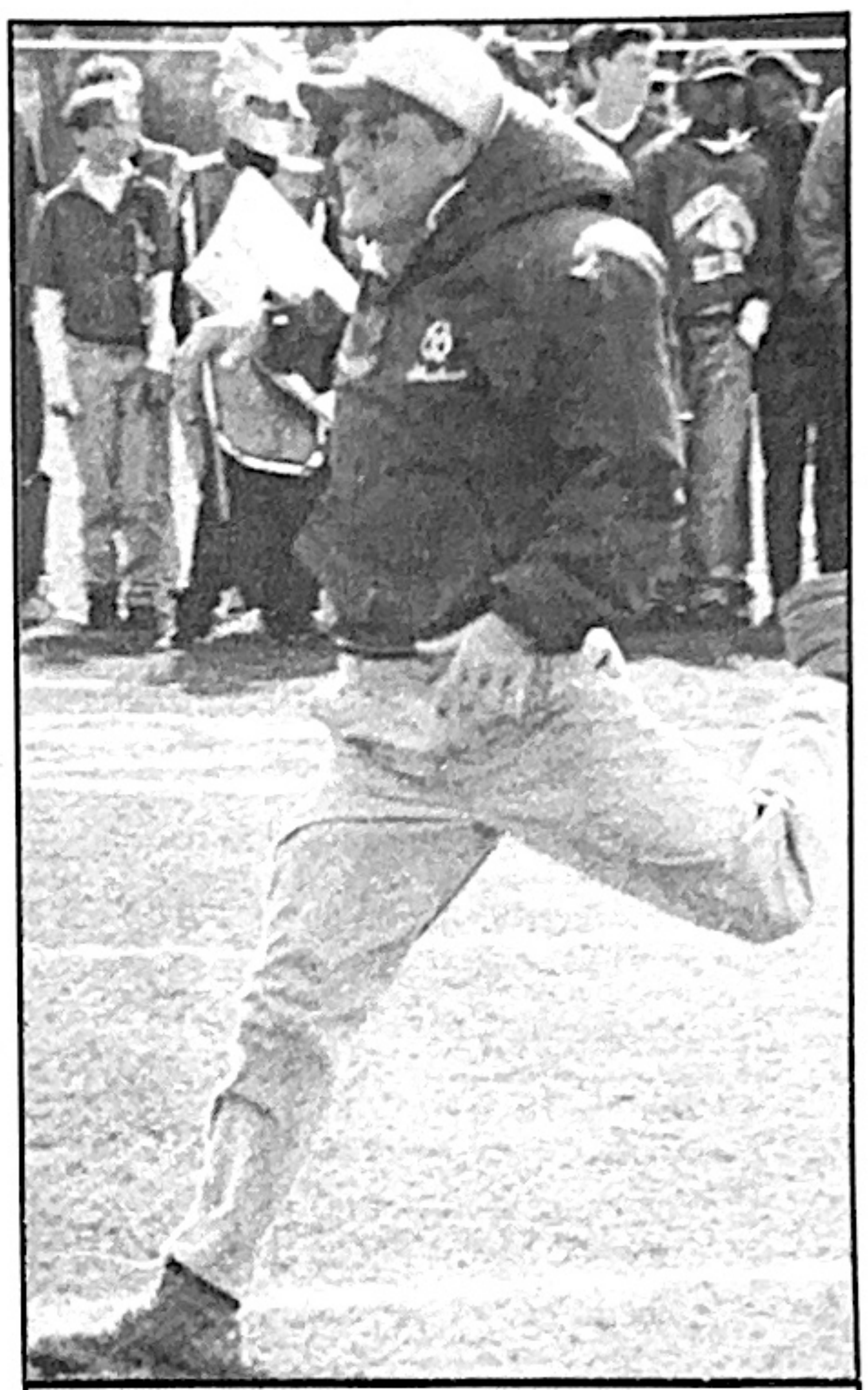
Other classes prepared for the rally by making banners advertising it and by taping the actual event.

"It was fun seeing the teachers make fools of themselves," junior Reggie Nickson said.

Junior Natalie Harper agreed.

"I liked the 'Shake Your Booty' cheer," Harper said.

A third pep rally is planned for tomorrow, assistant principal Randall Yates said.



RUNNING FOR OFFICE. Junior class officer Chris Morgan participates in a relay race during the Oct. 1 pep rally in the stadium.
Shakerite photo by W. Michael Fleming

NEWS BRIEFS

Goslar exchange students given eligibility to play school sports

Despite a state bylaw prohibiting unsanctioned foreign exchange students from playing school sports, students from Goslar attending the high school will be allowed to play, according to principal Dr. A. Jack Rumbaugh.

The bylaw was passed last year by the Ohio High School Athletic Association (OHSAA).

"[The bylaw] closes the door from recruiting athletes from other countries," Rumbaugh said.

The Rats Gynamsium in Goslar, Germany, was not on the list of sanctioned foreign exchange schools, Rumbaugh said.

Rumbaugh said that he and the Rats Gymnasium's principal, Ernst Steincke, protested the oversight by signing an affidavit confirming the existence of an exchange program between the schools for 15 years.

In response, OHSAA commissioner Clair Muscaro granted the Goslar exchange program eligibility, according to Rumbaugh.

As a result, German students living with high school students can participate in high school sports.

–Starla Wallick

Ten graduates honored at Hall of Fame assembly

Ten high school alumni were inducted into the school hall of fame on Oct. 11.

Among the honorees were a surgeon, an attorney, a police officer and an elementary school principal.

In short speeches, the alumni remembered the high school as a diverse environment and encouraged students to get involved in school activities.

"I don't think you should limit yourself; you should be willing to takes risks when opportunities arise" Sara Bloomfield class of '69 said.

–Dorrian Thornton

Classroom outdoor coat policy upheld despite temperature

BY ALEX HAMERSTONE
Staff Reporter

Every year more students wear their outdoor coats and jackets to class, which is a violation of school policy, according to Dr. William Newby, head of curriculum.

Students and teachers have mixed feelings about this rule.

Students said they wear their jackets in class because the building is too cold.

Senior Michael Summers said that students use "common sense" when they wear their jackets in the building.

"Studying in a cold classroom is uncomfortable," Summers said.

According to math teacher Dennis Hogue, a problem with the advancing age of the building is that once turned on, the boiler is not turned off until after winter.

Not allowing students to wear coats in class is a legislated courtesy , Newby said.

"I think that in order to have a most positive educational experience, students need to sit down and be focused on learning. Part of this is making sure that [the classroom] does not look like a train station," Newby said.

Senior Talib Taliaferro said that some students wear their coats in class for other reasons.

"The reason why a lot of students wear their jackets in class is because they think it looks good and fits their outfit," Taliaferro said.

Shakerite editors apologize for factual inaccuracies printed in September issue

The News Briefs of the Sept. 24 issue ("Finch, Silliman replace Sylak as Interact adviser" and "Slovikovski new JCWA adviser, replaces Hogue") contained several factual errors.

Science teacher Robert Sylak, incorrectly identified in the brief, retired from the Interact Club which he advised for 17 years. Under his leadership the club grew from a small core of students into one of the largest Interact Clubs in Ohio.

Time constraints, related to the number of activities he advised, influenced his resignation, Sylak said.

Regarding the second brief, four individuals advise the Junior Council on World Affairs (JCWA) this year, including math teacher Walter Slovikovski, English teacher George Harley, secretary Melda Graves and security guard Cheryel Jennings.

The Shakerite also apologizes for misspelling math teacher Ovella McIntyre's name as MacIntyre.

The editors of the Shakerite sincerely apologize to all parties involved for the inaccuracies that were printed.

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Clinton's Big Deal: Students sort through the debate and confusion surrounding health care and college aid programs

Health Care Plan aims to include everyone with choice of three packages

President Clinton's national health care plan assures all American citizens and legal residents a choice of affordable medical insurance. The United States is the only industrial democratic nation that does not offer free health care. Out of the 37 million Americans without health insurance, 85 percent are employed.

Among all the jabbering of good and bad, one question lurks: What is the proposed plan?

☛**The Salesmen**: Giant insurance selling groups called alliances would be set up by the states to negotiate with doctors, hospitals and insurers. These alliances are whom the consumers would buy their insurance from. Cleveland would have its own alliance from which each family would choose one plan.

☛**The Options**: The alliances would offer a variety of plans which fall into one of three categories.

- H.M.O.'s (health maintenance organizatons) offer the least choice of where to go for services, but also offer the lowest prices.
- The combination plan is the middle-of-the-road in choice and price.
- The fee-for-service plan is the most expensive, but offers the freedom to visit the doctor and hospital of choice.

☛**The Benefits**: Basic benefits guaranteed in the plan are:

- preventive dental care for children.
- routine vision and hearing examinations including glasses for children .
- nursing homes and rehabilitation centers, home care, hospice care, hospital stays in semi-private rooms.
- limited mental health benefits, professional services, emergency care, outpatient hospital services, laboratory tests and ambulances.
- braces and some artificial limbs, some physical, occupational and speech therapy.
- prescription drugs, immunizations, mamograms, Pap smears, prenatal care and cholesterol screening and some services for substance abuse.

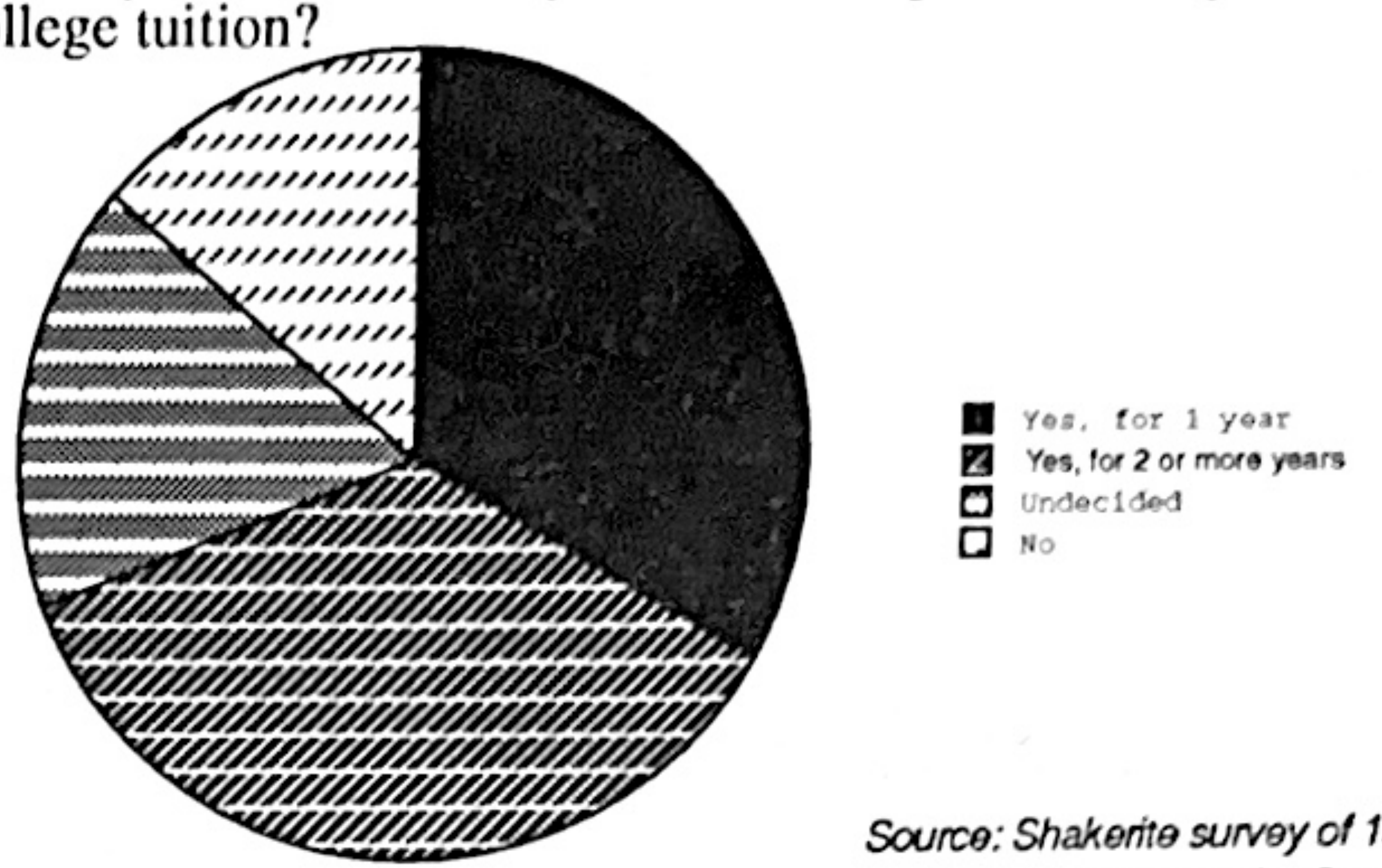
☛**Who Pays?**

- Employers would pay at least 80 percent of the cost to support family coverage for married workers.
- The self-employed would pay their full insurance costs, but the cost would be fully tax deductible.
- The unemployed would have to pay for their insurance, but if their incomes fell 250 percent below the poverty line, they would not be charged the regular rates.
- The government would cut back on, but continue to pay for, Medicaid to the poor through alliances, and Medicare would continue to be paid to the elderly and disabled.

A seven-member National Health Board would regulate state roles and efficiency; publish findings on the insurance packages; and help keep health care rates from rising and prescription drug prices down.

–Information compiled by Emily Trola

Would you do community service to help earn money toward college tuition?



Source: Shakerite survey of 150 students
Shakerite graphics by Courtney Masini

College plan offers tuition aid in exchange for community service

President Clinton is proposing a new national service program that would aid high school graduates and others trying to pay for a college education.

Listed below are some of the proposed ideas and benefits.

- The program would benefit both middle- and lower-class students who need help paying for college.
- Students can earn money for college tuition by performing community service for the government.
- The plan hopes to include over 100,000 students nationwide.
- The plan would reduce the amount of financial aid and loans currently being given .
- At $7.4 billion, the proposed program is among Clinton's largest initiatives.
- The money given to students would come from governmental spending cuts.
- Through the program, students could also pay off loans by doing work in community service.
- By cutting the loans given by banks, the program would save tax payers about $1 billion annually.
- By helping to pay for college, Clinton hopes that it will encourage more high school graduates to attend college.

–Information compiled by Josh Mayers

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OPINION

(Un)conventional Wisdom: What's up and down

Halloween: Even if you believe that you're never too old to trick-or-treat, it takes something out of it when the hours are 4 to 6 p.m. on Sunday.

Barney: I don't think anyone over the age of five was sorry when those two guys in Texas beat him up. Even Mister Rogers was less annoying.

Claimed integration in school proved false in reality

THE RITE IDEA

Shaker Heights High School. A modern example of how blacks and whites can function together, succeed together and socialize with each other. Right? According to such reputable publications as *The New York Times* and the esteemed opinions of our city's leaders, this description fits the bill.

But how accurate is this depiction of our school? Without a doubt, the high school is not segregated; the racial make-up of the student body is almost exactly racially balanced , and whites and blacks both have access to the same school facilities.

The real question, however, becomes how integrated the races are once they are in the high school. Is it fair to say that classes are balanced between races? Are most of the clubs fairly mixed by race? And is race overlooked when dealing with social matters?

Unfortunately, the answer to all these questions is an emphatic "no;" a visitor needs to spend just one day in the high school, going to AP and CP classes and eating lunch in the cafeteria, to discover that the claim of racial harmony that is constantly being trumpeted by our administration is not accurate.

One of the major and most obvious problems is the discrepancy between the races in both AP and CP classes. AP classes are dominated by white students; it is not uncommon for just one or two black students to be in an AP class of 25 students. Conversely, CP classes are primarily black, with most whites opting for either Honors or AP classes.

There must be reasons for these numbers, and it is obviously not that white people are smarter than blacks. However, white people may be more motivated to succeed academically. Peer pressure may be a big reason why.

Social aspects of the high school are also largely determined by race. Clubs and sports are usually dominated by one race, and blacks generally socialize with other blacks, as do whites with other whites.

Groups such as Student Group on Race Relations (SGORR) work with elementary school students and do all they can to root out racial problems before students even enter the high school. It is becoming painfully obvious, however, that more needs to be done to teach children about real-life racial problems, not merely the definitions of stereotype and polarization.

Hopefully race relations can improve in the high school. But until the entire community decides to not merely recognize, but to actually try to reverse the racial stigmas of the school, it will never be *truly* integrated.

CHEERS & JEERS

Cheers to the people who supported the United Way drive. Many people will thank you.

Jeers to the number of homerooms we've had already this year. I could be wrong, but didn't I hear we were supposed to have *fewer* homerooms?

Cheers to Cleveland Municipal Stadium.

Jeers (again) *to people who don't know how to parallel park. Hint: it is not illegal to park in front of a tree.*

Cheers to Shakerite pizza...made of the best stuff on earth (ad? what ad?)

Jeers to Homecoming costing $7.50 a person instead of $5. Hopefully the dance will be 50 percent better too.

Jeers to the Browns signing Bernie through 1999.

Cheers to the retirement of Michael Jordan. Now the Cavs have a chance to win .

Cheers to Miss Bott's homeroom for raising $99 for United Way.

Jeers to the egress. Another example of wasted space.

THE TOP TEN

The Top Ten things to do in Shaker on the weekend...

10. Check out the fall lineup on Fox
9. See why everyone is flocking to *The Joy Luck Club*
8. Play a good, clean game of "Dodge the Rapid"
7. Get out and show your support for the golf team
6. Read the Shakerite
5. Check out the night life at Van Aken Center
4. See new wing at Bertram Woods
3. Go fishing in the Shaker lakes
2. Bob for apples with your family

...and the #1 thing to do...

1. Set up a double-elimination Scrabble tournament with friends

The Shakerite is a public forum published nine times yearly for and by the students of Shaker Heights High School.

Letters to the editor must be signed and may not exceed 250 words. Letters, subscription and advertising inquiries should be delivered to the Shakerite office in Room 229, or mailed to: The Shakerite, 15911 Aldersyde Drive, Shaker Heights, Ohio 44120. The Shakerite reserves the right to reject or edit any letter to the editor or advertisement.

Opinions expressed in Shakerite articles are those of their respective authors, and do not represent the views of the Shakerite, Shaker Heights High School or the Shaker Heights City School District. The "Rite Idea" presents the views of the editorial board; however, it may not reflect the opinion of the Shakerite staff.

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SPIRIT: We have pep rallies, but do we have the right attitude?

BY JENNY JOHNSON

Opinion Editor

A few weeks ago I drove way out to the middle of nowhere to Perry High School ("Home of the Radioactive Isotopes") for a football game. The thing that surprised me (and what I think would surprise anyone who cannot understand what is positive about going to a school located next to a threat to all humanity) is that this school had *spirit*. The stands were filled, and the crowds cheered, even when their team was losing 35-7.

I am not saying erecting a nuclear power plant on Warrington is the answer to our lack of school spirit. But what I am saying is that, when the Perry High student body goes to meet its maker, glowing like a movie marquee, those students will be able to say they went to the best darned school ever built next to a nuclear power plant.

What will we be able to say?

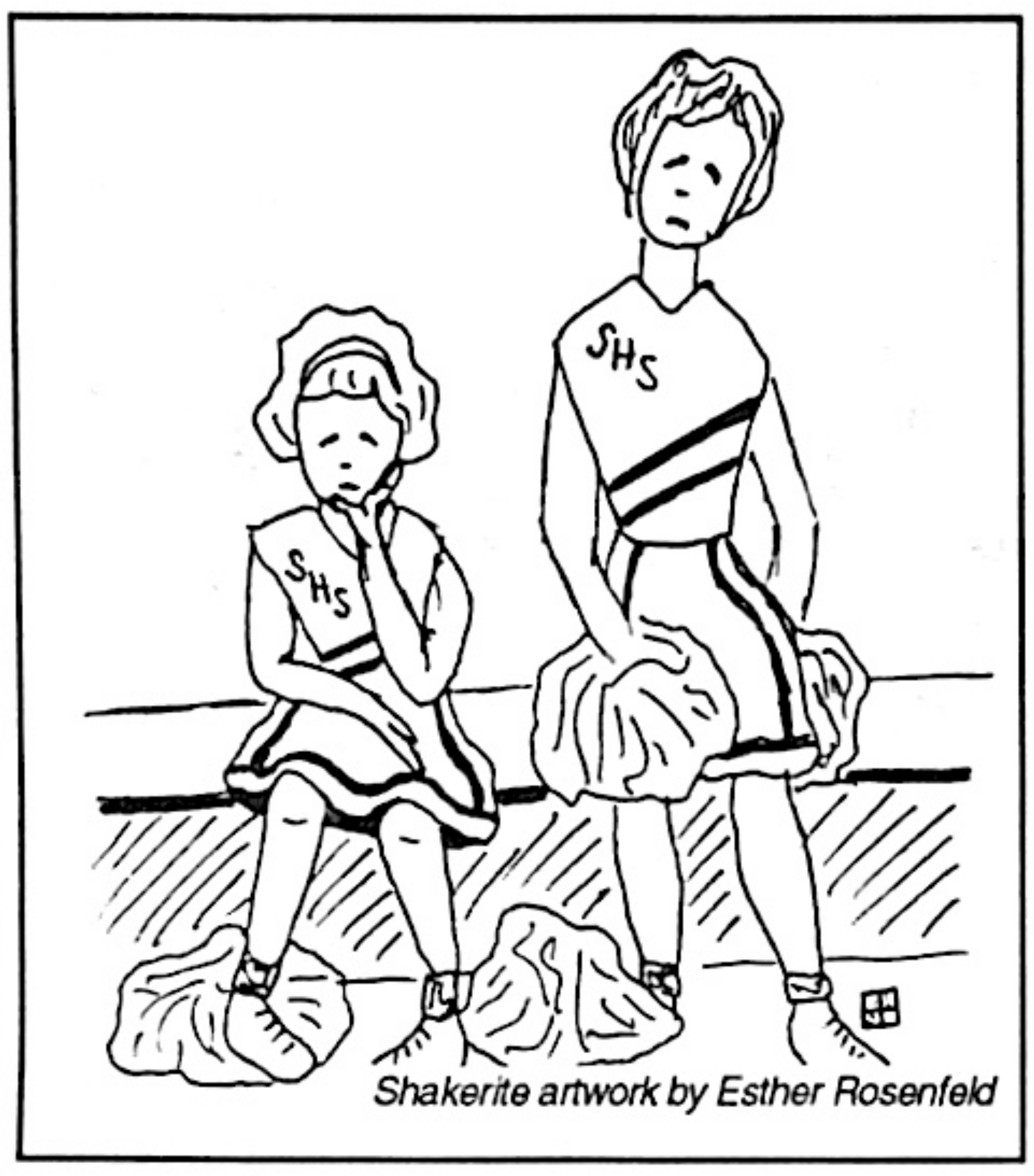
The administration has been channeling tremendous effort into giving us a reason to be spirited for Shaker. Certain staff members even sacrificed their pride to "shake their booties" for Shaker spirit. The only problem is, just as you can lead a horse to water, but you can't make it drink; the administration can lead us to a pep rally, but they can't make us cheer.

Apathy is rampant at Shaker, both as a school and as individual classes. Examples can be seen all over the school. The class showcases in the cafeteria claim that the class of '95 is still the sophomores; the photos in the display are by now a year old. The announcements plead with students to support their classes by buying hot dogs and T-shirts, but very few listen. Unless we want our senior proms in the north gym at $200 a couple with Dr. Rumbaugh pumping up the bass on the social room jukebox, we'd better find some class spirit.

For those of you who haven't noticed the stands at the football games (and judging by the attendance, you haven't) they are usually pretty empty. At other schools, students come out to support school athletic events, instead of just parents of the players. Sure, it's hard to cheer for teams that don't have a winning record, but while it may not help, a little positive reinforcement never hurt anyone.

The administration has done its job. We have pep rallies. We have opportunities to show our school spirit. The remaining problem is with us, the students. Dr. Rumbaugh can hand out cow bells, pom poms, or even red and white color TV's, but no amount of bribes and incentives can force us to care if we don't. Spirit has to come from within. This is supposedly one of the best schools in the nation, and we should be proud of it. If we aren't, who will be?

Hey, we may not have a lighted parking lot or indoor racquetball courts like Perry High School does, but at least our football team doesn't glow in the dark.



Shakerite artwork by Esther Rosenfeld

Pardoning of Demjanjuk shows injustice

BY JONAS GREEN

Staff Reporter

We live in a time where the justice systems are unjust. A world where white police officers can attack a black motorist, and a Nazi can kill a million innocent victims, and be acquitted of any wrongdoing. If justice continues to go downhill, we will soon live in a world without laws or rights, crime rates will soar, and kangaroo courts will run rampant.

John Demjanjuk's release from prison is a travesty of justice. Whether he was Ivan the Terrible may be unclear, but he was admittedly a death camp guard. In fact, in his 1988 trial in Israel, he claimed that he could not have been Ivan the Terrible, gas chamber operator at the Treblinka death camp, because he was a guard at Sobibor death camp.

Defenders of Demjanjuk either say that he is not guilty, or that after 12 years of infamy, trials and accusations the man has been through enough. There is no doubt that Demjanjuk is guilty of assisting genocide; if he were innocent of all crimes he would not have used evidence indicating that he was a guard at Sobibor as his defense. Demjanjuk is not a man, he is a beast; a cold-blooded murderer. His 12 years of 'torment' do not make up for the fact that hundreds of thousand of people died at his hands. He was never merciful toward his victims; he must not be shown any mercy.

It is possible that Demjanjuk was a guard at both Sobibor and Treblinka. Members of the Israeli government are convinced that Demjanjuk was a guard at Sobibor, yet for two reasons he will not be tried for being a guard there.

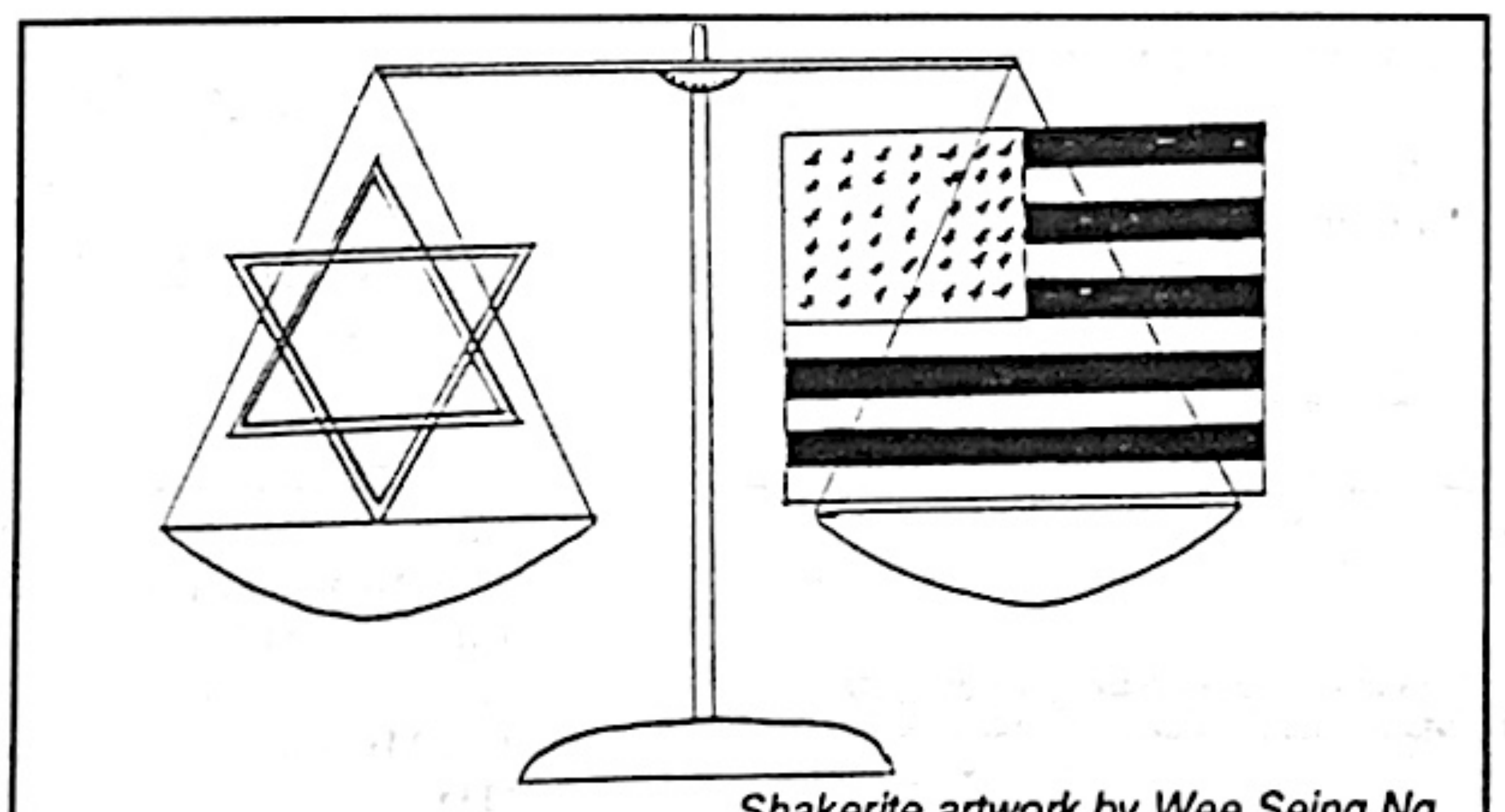
First, Israeli Attorney General Yosif Harish said he would not try Demjanjuk on Sobibor charges because it would be double jeopardy. Double jeopardy is trying someone twice for the same crime; but being a guard at Sobibor and being a guard at Treblinka are two distinctly different crimes. Harish's reasoning is similar to pardoning a person for murdering Joe Schmo because that person had been acquitted of murdering John Doe, but on a much larger scale.

Second, on Sept. 19, Israeli Supreme Court Judge Theodore Orr rejected pleas by Holocaust survivors and Nazi hunters that Demjanjuk be tried for being a Sobibor guard; he thought there would probably be insufficient evidence for a conviction. Essentially, Orr decided the case without hearing it.

To make it worse, the media is now making Demjanjuk out to be the victim. The "victim" had his citizenship stripped from him in 1981, the "victim" has not seen his family since then, the "victim's" United States citizenship has not been returned to him, and the "victim" feared returning to his home in Seven Hills for fear that one of the many death threats may be carried out. Demjanjuk's death camp victims will never return home.

Rabbi Avi Weiss, head of the New-York based Coalition for Jewish Concerns, described Demjanjuk as maybe not being Ivan the Terrible, but certainly a terrible Ivan. Regardless of where he was a guard, Demjanjuk is a killer. It is frightening to realize that he is as free as you or me.

Who wants a heartless executioner to living the same city as they do, or even on the same street? Not I.


Shakerite artwork by Wee Seing Ng

Shakerite artwork by Jenny Johnson

Beavis and Butthead is funny, not degrading

LETTERS TO THE EDITOR

To the editor:

Beavis and Butthead are cartoons; they are not real. You talk about them being degrading and pigs, but if you look at the show, they don't get any women or have any girlfriends. On the show there is a woman who tells them they are pigs. These two boys are funny and mean no harm. It is a TV show, not real, and if you don't like what they do, then don't look at it.

Jamar D. Lewis, junior

To the editor:

This letter is written in response to the article on "Beavis and Butthead" (Sept. 24.) As for your opinion on the show, I have to disagree. Beavis and Butthead are supposed to be stupid; that is the joke. They are not two egotistical guys degrading women; they are idiots. There have been episodes without any women in them at all. I agree with one thing: there are too many people trying to impersonate them and failing, but as far as everything else goes [the article was] off key. Beavis and Butthead are not on the air to corrupt the minds of children; they are on to be laughed at. A little humor never hurt anyone.

Kevin Johnson, junior

To the editor:

Coming to school is like watching a re-run of "Beavis and Butthead. " You hear it in the halls, in the classrooms and in the cafeteria. I would just like to say, please stop. It is funny when Beavis and Butthead say things, but it sounds ridiculous when people at school say the same things. If you have to do it, do it at home; nobody needs to hear it at school. One other thing: if you are talking to someone about an old "Beavis and Butthead" show, don't act it out. We'll remember it just fine without any unnecessary impersonations. So please, for the love of "all that doesn't suck," just watch "Beavis and Butthead;" don't be Beavis and Butthead.

Bill Kuendig, junior

Administration, students overreact to marijuana

To the editor:

Recently there have been so many rumors about marijuana. People are constantly naming the "dealers" who have been discovered by our teachers, unit principals, security guards and narcs who act as vice. I think the administration is going overboard with this whole thing. First of all, marijuana is not threatening any lives in this school. Secondly, the school cannot prevent people from getting high. Students will continue to purchase and smoke marijuana outside the school where they are less likely to get caught. I am also disgusted by the idea of narcs. I think it is pathetic that the school needs to transform its own students into police officers. And to the narcs out there: isn't it about time to grow up and stop being tattle-tales?

Julie Nemecek, senior

AFRICA IN THE CURRICULUM

African history education proved deficient

POINT

BY VANYA GREEN
Co-Arts & Entertainment Editor

We walked up the stairs of the church holding hands. William, a third grader at one of the inner city Cleveland elementary schools looked at me.

"Do you think that I should do my report on George Washington?" I asked.

"Is he your hero?" I responded.

"Maybe. I guess," he said.

I thumbed through the encyclopedia marked "W."

"Washington. Washington," I mumbled. "Booker T. Washington-"

"Booker who?" he asked.

I tried to explain to him that Booker T. Washington believed in gradual infaltration of black people into American society, accepting menial jobs, whereas leaders such as W.E.B. Du Bois felt that black people deserved equal jobs and treatment.

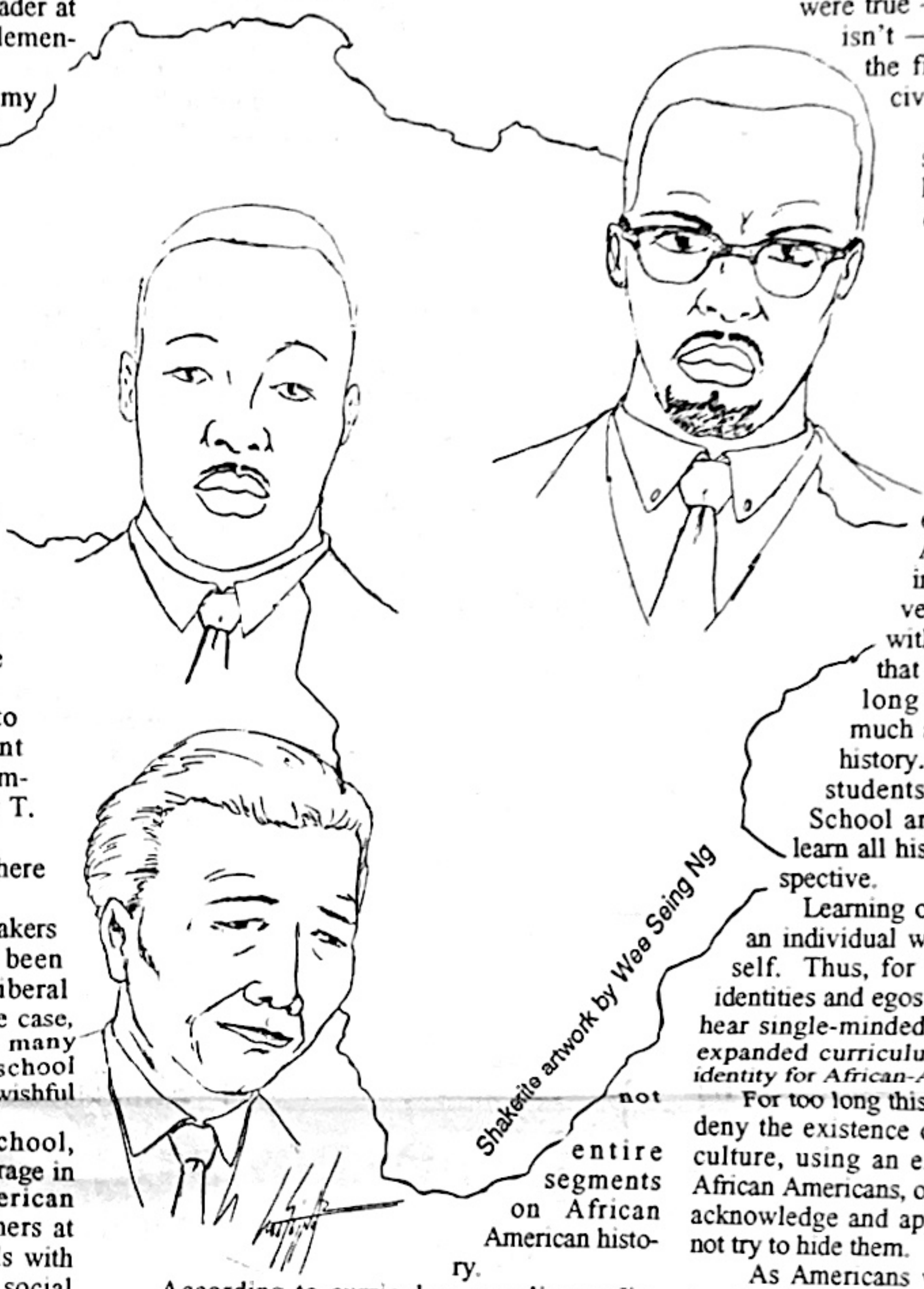
He decided that he wanted to look up Du Bois. The segment amounted to about half a page compared to the two pages on Booker T. Washington.

"How come there's nothing here for W.E.B?" he asked.

I wanted to tell him that the makers of the encyclopedia could have been biased against Du Bois for his liberal views. I hoped that if that was the case, that he would not encounter so many other biased text books in his school years. But, I knew that this was wishful thinking.

Even in our progressive school, W.E.B. Du Bois receives less coverage in the U.S. history book The American Pageant.. Fortunately, some teachers at the school supplement the materials with outside sources. Terry Pollack, social studies department head, supplements the "patriotic" conservative textbook with some more realistic information, including a more liberal perspective on W.E.B. Du Bois and other aspects of African American history.

However, after being a student in Pollack's U.S. History class and attending the Shaker schools since the first grade, I still do not feel that I am knowledgeable about African American history. Much of what I learned included "tidbits" of information, not entire segments on African American history.



Shakerite artwork by Wee Seing Ng

According to curriculum coordinator Jim Paces, African American history deserves more consideration . African American history texts for use Woodbury and at the middle school illustrate the fact that African American history merits more attention. These efforts are admirable and praiseworthy, but as Paces said, "there's still a lot of work to be done."

Some students at our school feel that learning African American history is not as important as learning European American history. "After all," they say, "our culture and civilization stems from Europe." Even if this were true — and, to a large degree, it isn't — the fact remains that like the first human beings, the first civilizations were African.

That blacks were stolen from their native land and sold into slavery does not diminish the importance of their prior and subsequent history. Indeed, African American students have just as rich and as important a history as white students do. We need to acknowledge and celebrate this heritage.

No amount of effort to incorporate African American history into our curriculum will be very effective unless people within our community realize that it has been ignored for too long and that it deserves as much attention as other forms of history. Almost 50 percent of the students at Shaker Heights High School are black. We should not learn all history from a European perspective.

Learning one's history helps provide an individual with an identity or sense of self. Thus, for centuries white students' identities and egos have been boosted as they hear single-minded versions of history. An expanded curriculum is needed to allow an identity for African-American students too.

For too long this country has attempted to deny the existence of the African American culture, using an excuse that there are no African Americans, only Americans. We must acknowledge and appreciate our differences, not try to hide them.

As Americans we all do have common bonds and share some of the same history. We can no longer deny the strong impact and influence that Africa and African Americans have made on our country. To do so would be denying the history of the United States.

Heritage pales beside unified America

COUNTERPOINT

BY EMILY TROIA
Feature Editor

I am an American. I was born here, raised here and will grow old here.

I sing my country's anthem at baseball games. I say the pledge of allegiance at school. And I do all this with pride, because I am an American.

It is true that going only as far back as my grandparents, my blood may be traced to another nationality, but that does not make me Italian or Russian. Many students of African descent have roots in America far deeper than my own.

Though my genes came from other nations, I do not consider myself of these nationalities, nor do I deny my heritage. It is important to uphold heritage multiculturally and not seperationally.

Therefore, in school, we are expected to study the history of the United States for a year, our government for half a year and the world's history for a year. This is reasonable. It is important to understand our own history along with the history of the world.

The nations of Africa's history are equally important as Italian, Russian, French, Peruvian, English, Australian and all other countries present and past. Even with near 50 percent of the school's population being of African decent, there is no reason to treat African history as more important than other nations. Our school population is almost 100 percent American, and therefore this is the only nation to single out in enforced curriculum.

Many students whose roots fall in African soil feel a need to learn about the African nations' histories. A interest in any single past is admirable just as some are interested in Jewish history and some in Asia's history.

> ***There is no such thing as an African-American or Asian-American or Jewish-American; we are all Americans, and we must start thinking this way.***

The students interested in African history are fortunate, because they have a credited, in school, course devoted to their interest. The others must look outside of school.

My experience in global studies found African nations treated on par with others. This is only fair. No one nation is more important than another.

In this age of political correctness it is hard to distinguish between what is equal treatment and what is special treatment. Equal treatment is giving students a chance to learn more about African history or modern European history but not forcing either onto anyone.

Special treatment is singling out one continent's history as more important than others based on a majority's ancestry.

It is time to set aside separatism, where we are each looked at as individual groups based on our blood.

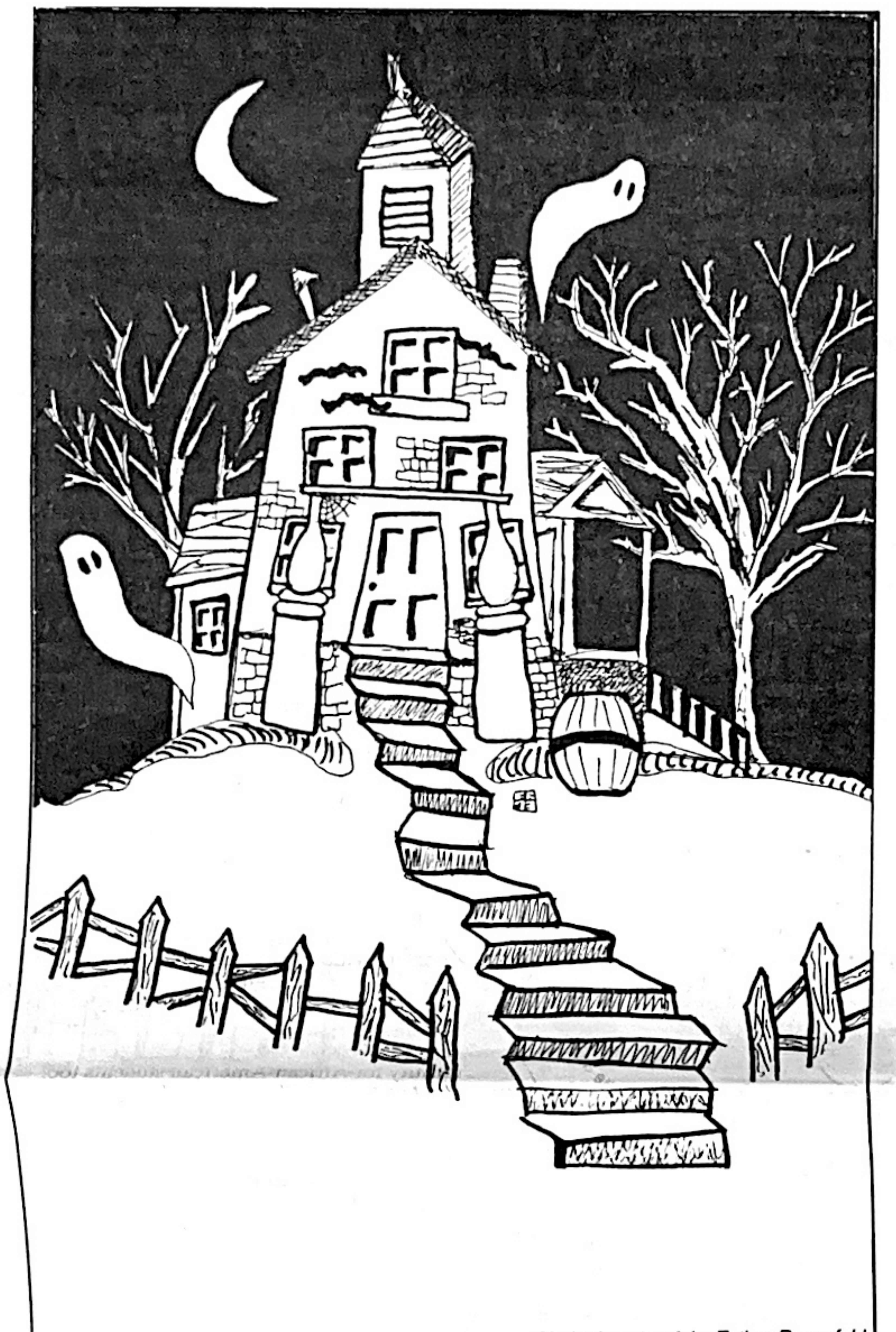
It is time for multiculturalism, where we look at ourselves as Americans with many different bloods coming together to form one. We must respect all our heritages equally, because American heritage is the union of many. Whether we are the United States of America, or the United States of the World, we are united.

There is no such thing as an African-American or Asian-American or Jewish-American; we all are Americans, and we must start thinking this way. We must accept the history of the United States as our own. Then we must learn the history of the world to know all the roots which one great life grew from.

We are all Americans. Let us all be proud.

Look for these new releases at your local video store

Now Available		Coming Soon	
Indecent Proposal	*Cop and a Half*	*Dennis the Menace* (10/26)	*Born Yesterday* (10/27)
Excessive Force	*The Sandlot*	*Posse* (10/27)	*Sliver* (11/10)
Happily Ever After	*A Far Off Place*	*Extreme Justice* (10/27)	*Made in America* (11/24)


Shakerite artwork by Esther Rosenfeld

Ideas that will haunt you: Vanya's picks for fall fun

BY VANYA GREEN
Co-Arts & Entertainment Editor

The claims on the sign outside the haunted house held true. I would say that it was definitely a nightmare.

I entered a dark room, felt someone push me into a narrow hallway and had to walk through a maze in pitch black while mechanical monsters jumped out at me. If you are supposed to leave a haunted house with bruises and chlostrophobia, then I guess it was a success.

As Halloween approaches, why not take part in one of those special rites of fall? The Cleveland area is home to many haunted houses which are sure to give you a bang for your buck. If you go, dress warmly and be prepared to spend between $5-$10.

Here is a partial list of area haunted houses worth exploring:

- **North Ridgeville Haunted House and Cemetery: 327-7002**
- Hinckley's Haunted Barn: 278-2384
- Cleveland's Haunted Hollow: 351-FEAR
- Berea Haunted House and Scairground of Terror: 491-2109
- Bloodview Haunted House: 526-9148
- Hudson Haunted House: 1-800-999-GORY
- Haunted Forest of Carousel: 949-2711

Whoever said that high school students are too old to trick or treat? **Trick-or-treating** hours this year are from **five to seven p.m.** in Shaker Heights.

If trick-or-treating is too juvenile for you, engage in some family bonding while carving out a jack-o-lantern. Pumpkins will be sold in the **Mercer** gym on Oct. 23 from 12 to 3 p.m. and at **Fernway** on Oct. 23 from 11 to 2 p.m.

Pumpkins alone don't make a healthy diet. Pick some apples at **Patterson's Fruit Picking Farm** (729-1964) —but don't go dropping apples on your head in the hopes that you'll discover a new law of physics. A peck basket of apples costs only $6 to pick.

While you are in the mood for the outdoors, check out the **Holden Arboretum** (946-4400) nature reserve. Admission is $2.50, a humble price to get in touch with your transcendental side.

CONCERTS

- Depeche Mode: Oct. 26 at The Coliseum
- Nirvana: Oct. 31 at University of Akron's Rhodes Arena
- Dead Milkmen: Nov. 2 at Peabody's Down Under
- Janet Jackson with tony toni toné: Dec. 10 at The Coliseum

Scorsese strikes again in romantic drama

BY EMILY TROIA
Feature Editor

The Age of Innocence is a movie about passion, forbidden love and the convention-bound aristocrats of the 1870's New York. Your eyes will be boggled by the elaborate scenery and costumes. The actors, including Michelle Pfeiffer, Daniel Day-Lewis and Winona Ryder, are fantastic.

The film runs two and a quarter hours, however, without the action-packed climax many of us have grown to expect. If you're groaning now, you'll be snoring in the theater.

I personally loved the movie. I felt like I had read a good novel that satisfied my literary needs. The movie is actually based on Edith Wharton's novel by the same name.

The story focuses on the life of Newland Archer, played by Day-Lewis, who is trapped in the agonizing dilemma of betraying his morals or his heart. The story itself unfolds quickly in a series of climaxes which demonstrate the strain placed on Archer because of his delicate position of being the object of not one, but two women's desire.

The depiction of the times is romantic and poignant, a surprise considering its director, Martin Scorsese, who is better known for his graphic depiction of violence. Scorsese has brought us such films as *Raging Bull*, *Taxi Driver*, and *Goodfellas*. *The Age of Innocence* marks a stark change from Scorsese's past film repertoire.

The acting is marvelous. Countess Ellen Olenska (Pfeiffer), plays a sizzling, controversial woman in a world that moves in a foreign code of rules. Day-Lewis is convincing as an aristocrat caught between doing the proper thing and following his passions. Even Ryder summons her best acting abilities in her role as May Welland, the naive and proper fiance. I save my greatest praise for Pfeiffer. Her subtle, yet passionate, portrayal of a character with highly complex motives makes her a definite contender for the Academy Award.

Shakerite artwork by Rebecca Spagnuolo

If you enjoy slower paced movies and do not need a complex philosophical theme, then chances are you will at least appreciate this movie. Anybody who appreciates movies for camera work, directing, scenery and costumes will likely enjoy the movie as well.

One scene in particular demonstrates both Scorsese's excellent film direction and ability to capture the time period in which the film is set. The characters are at a ball after seeing an opera. They are all dressed in ornate, dreamy costumes and dancing in a majestic ballroom. Beautiful music and swirling, unique camera angles add to the scene's beauty by creating an astounding feeling of the time's romance.

This movie is for romantics or individuals who enjoy a well developed story and a visual feast. If *The Program* and *Demolition Man* are more typical of your cultural pursuits, then The *Age of Innocence* will probably not win your approval.

Movie Briefs

- ***The Joy Luck Club***: Based on Amy Tan's novel by the same name, the film traces the story of four Chinese immigrant mothers and their daughters. The film contains scenes from both the mothers' desperate lives in China as well as their daughters' assimilated lifestyles in America.
Now Playing at: Cedar Lee
Note: Students with a valid student ID are admitted to all Cedar Lee films every Monday and Tuesday for only $2.

- ***Road Scholar***: Hungarian immigrant Andrei Codrescu's film is a touching portrait of American life. Codrescu records his drive across America by interviewing regular, honest Americans all in pursuit of their own, individual dreams.
Now playing at: Center Mayfield

- ***The Good Son***: Home Alone's Macaulay Culkin plays the evil son in this action-packed thriller. Culkin stalks his confused cousin, who believes his dead mother's soul is living within the body of his aunt.
Now playing at: Loews' Cedar Center, Solon Commons, Loews' East and Tower City

HANDS OFF!

Students testify to presence of sexual harrassment in school's halls, classes

BY DEBBIE LIBMAN
Staff Reporter

The students interviewed for this article wish to remain anonymous, so pseudonyms are used.

"Hey baby! How 'bout you and me getting together!"

"Hey, look at those Dazzey Dukes!"

"You're sooo hot!"

Jane, a junior and victim of sexual harassment, has heard these comments floating around the halls of Shaker High.

"Students come to school to learn, not to be sexually harassed by people," she said.

"[Harassment] is an area that the school system has to be concerned about," Superintendent Mark Freeman said.

In fact, a policy in the "Rights and Responsibilities" handbook given to students annually addresses harassment.

"Students shall not harass any member of the school staff or student body on the basis of sex, color, race, national origin, religion, age, disability, status as a Vietnam-era veteran or special disabled veteran," according to the handbook.

The school system, however, is trying to approve a new and better policy on sexual harassment, according to English teacher and Women Helping Educate Women (WHEW) adviser, Christie Bott.

"We need to start thinking about what it means to be sexually harassed. Sometimes it's so subtle, you don't know something strange is going on," Bott said.

The student code of conduct states that the word "harass" includes intimidation, insults, and physical, oral or written abuse.

"We teach little kids that if it doesn't feel right, it's a wrong situation," Bott said.

Bott said that discussing someone else's body in a way that suggests sexual reference is wrong.

"People think that because you're in high school, it's just flirting," Jane said, "but it can really lower your self image."

Jane said she feels degraded when boys make comments about what she did with them.

"They say things about the way you look and don't leave you alone," she added. "There is a line that has to be drawn between what's acceptable and what's not."

"They [guys] don't stop when I want them to, and I hate that. Sometimes teasing goes too far," Mary, a freshman, said.

Students are not the only people harassing others in the school atmosphere. Some teachers take advantage of their positions, according to Jane, who was sexually harassed in class two years ago. Her teacher touched her and told her she looked beautiful.

"I felt disgraced. He invaded my personal space," Jane said.

Because of the actions the teacher made toward her, Jane felt distanced and uncomfortable around him.

"He touched me a lot and put his arms around me," Anne, a senior, said about one of her former teachers. "Maybe he's just a touchy person, but I don't like it."

Sarah, a sophomore, said that she felt a special relationship with the teacher that continually harassed her.

"The first time he did it I was really offended. After a while I realized it was just part of the way he taught," Sarah said.

Often when a person is sexually harassed, he or she may feel embarrassed, ashamed and at fault, Bott said.

"I felt embarrassed like I had done something wrong," Jane said about the teacher who harassed her.

Unfortunately, teachers who harass students aren't being the healthy role models that they need to be, according to Bott.

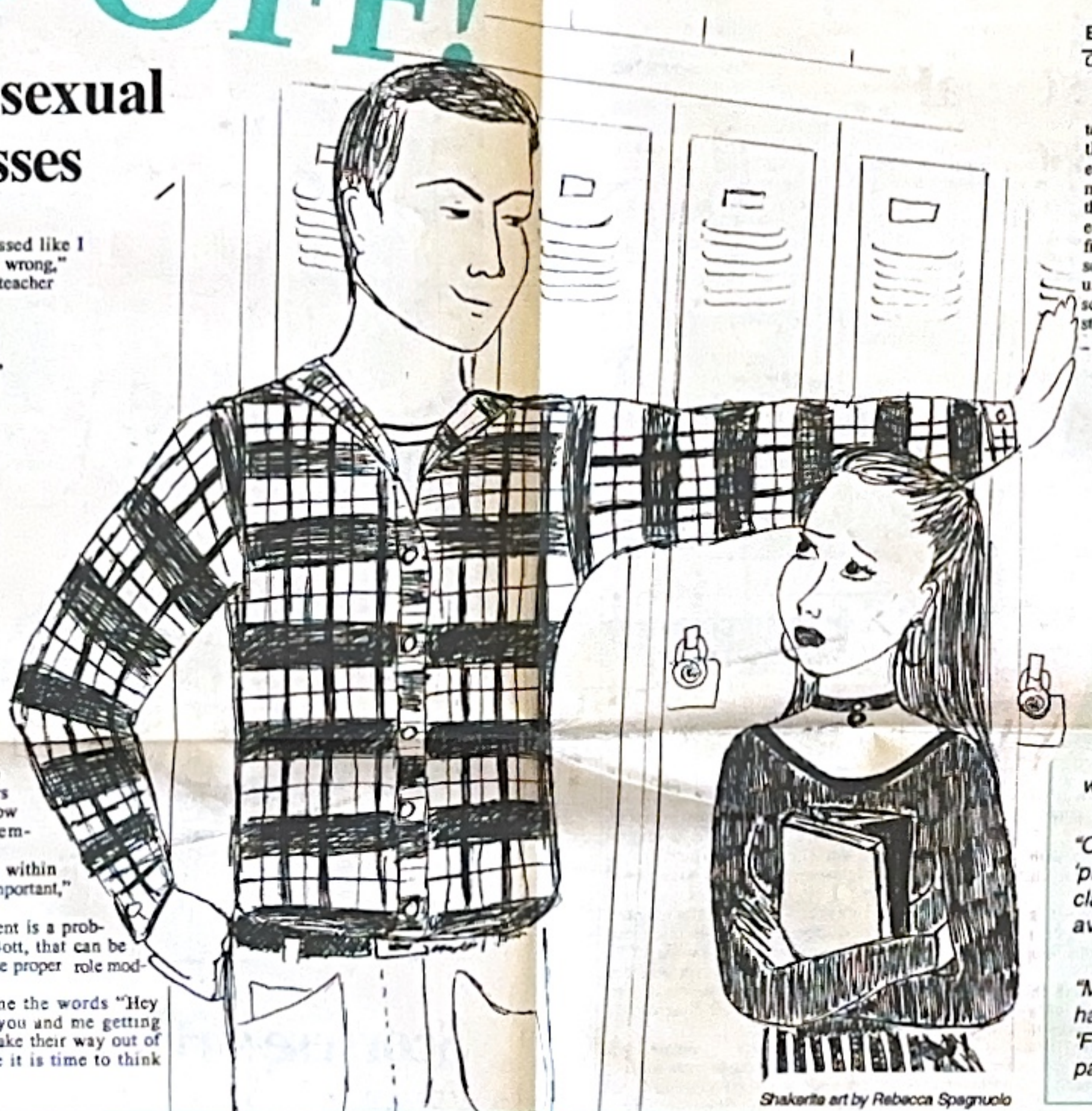
Male teachers need to teach high school boys how to act around females, Bott said. In turn, the older boys must teach the younger boys how to behave.

While male teachers must instruct boys how to act, female teachers need to show girls how to stand up for themselves, Bott said.

"Role modeling within the gender is very important," Bott said.

Sexual harassment is a problem, according to Bott, that can be partially solved by the proper role models.

So the next time the words "Hey baby! How 'bout you and me getting together" start to make their way out of your mouth, maybe it is time to think twice.



Shakerite art by Rebecca Spagnuolo

Harrassed in class:

One teacher's surprising story

BY JONATHAN HARRIS
Co-Centerpiece Editor

As you sit in class, listening to a teacher lecture, how many times did the thought of sexual harrassment enter your mind? Probably not much. Probably even less often, you think that teachers at this school, and even the teacher standing directly in front of you has been harrassed in the school, by a student. The fact is, sexual harrassment is present in the school, and teachers are harrassed by students.

A teacher who asked to remain anonymous told her story of harrassment to The Shakerite. For the purpose of this article the teacher will be referred to as Ms. Treated.

One day last year, her class was doing research in one of the library rooms for a paper she had assigned. Ms. Treated was at a table with two other female students when she began questioning a male student about some work that he had failed to turn in.

"We started off playful, because he was a smart kid, and he wasn't doing any work," Ms. Treated said. "Then he got up and started walking over to me. He was a lot taller than me and a lot bigger than I am."

The student proceeded to put his arm around the teacher and say things such as: "C'mon, Ms. ———-, you know you're a sexy lady," "We've got something going here, don't hassle me," and "Come over to my house sometime."

"During this time I repeatedly told him to stop," Ms. Treated said.

Finally, she told him that his actions were sexual harrassment.

"Well, then I'll use a quote from Clarence Thomas. 'I have a rather large staff, would you like to get on it?'" he said.

"That's when I told him to go sit down, that he had crossed the line," Ms. Treated said.

"What really bothers me about the whole situation is the way I handeled it," Ms. Treated said. "I didn't act immediately. Instead, I went home and thought about it. Things like, what was I wearing? How was I acting that he had to do that to me? I let myself be victimized."

The next day Ms. Treated acted on the issue by discussing the situation with an assistant principal of the school. Then Ms. Treated, the student and the assistant principal talked together, and the student apologized and remained in Ms. Treated's class. According to Ms. Treated he was polite and respectful for the rest of the year.

"I'm upset how the student was dealt with, that there were no consequences," Ms. Treated said. "There are no set consequences for harrassment in the school."

"After the ordeal I made sure to let the two female students (who were at the table when the incident happened) know how I dealt with the situation," she said. "The two girls and I had been together for awhile, and we were like family. When I was harrassed, we just kind of looked at each other with our mouths open. I wanted to let them know the steps I had taken and that I wasn't going to just let this happen."

An anonymous teacher survey was sent to 60 teachers asking if they had been harrassed, either sexually or verbally, by members of the faculty, staff, administrators or student body. The following are some of their responses:

"An autobody teacher once offered to work on my body"
-Female teacher

"One staff member liked to give me a 'playful' tap on the buttocks (in front of my class) everytime he passed by. I tried to avoid him as best I could."
-Female teacher

"Many years ago during a time when I had hall duty, a student swore at me using the 'F' word. I was asking the student for a pass and he didn't have one."
-Female teacher

"Two large boys were serving detention after school with me alone in a room. They had a conversation about how easily they could overpower and rape me. It was a very unsettling situation."
-Female teacher

"More sensitivity training is needed to make male students and faculty understand the issue better."
-Male teacher

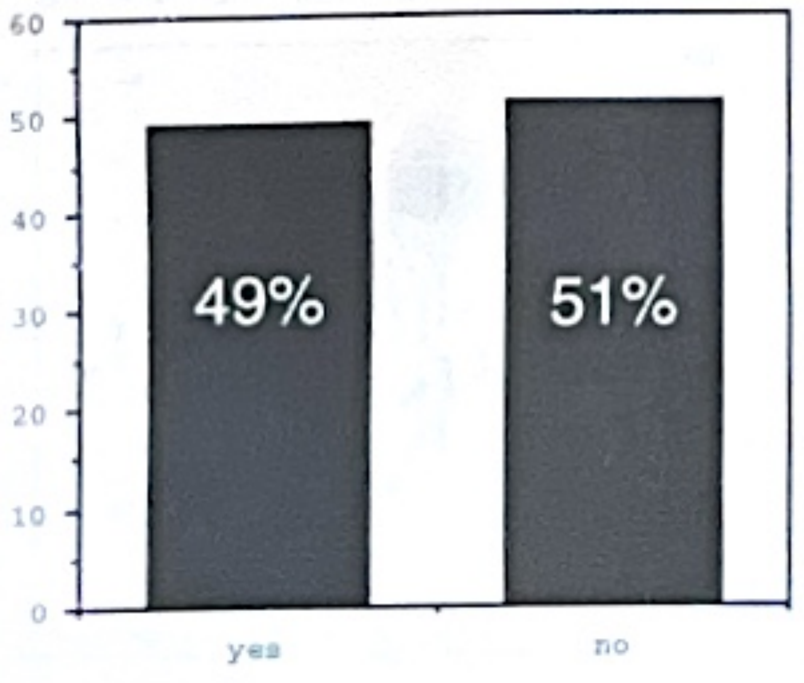
"Perhaps we need to cope with our feelings rather than feeling victimized by others."
-Male teacher

THE STUDENT'S POINT OF VIEW:

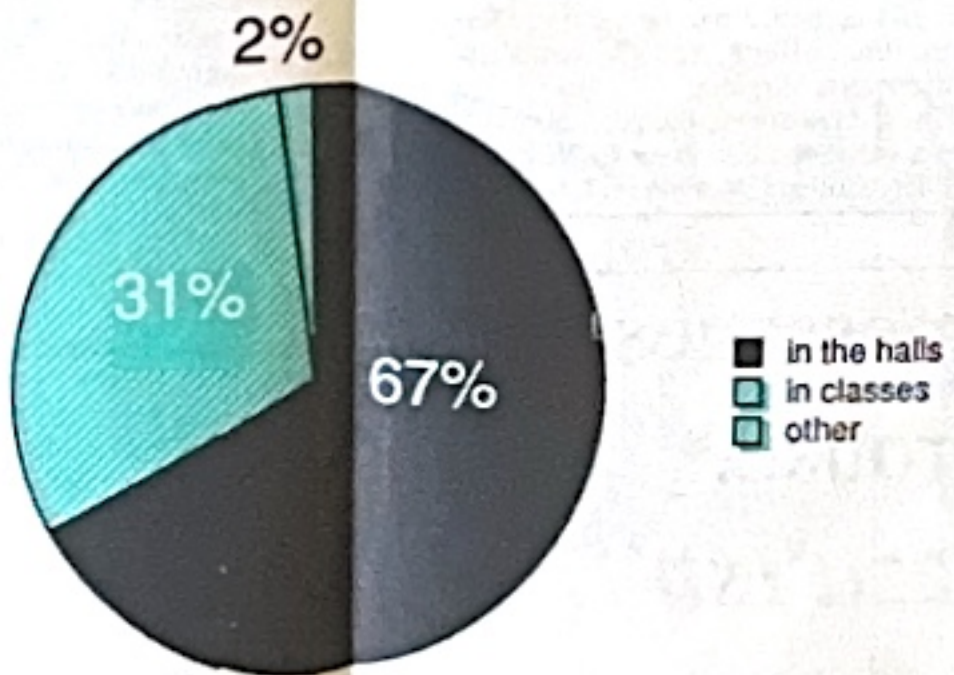
SEXUAL HARRASSMENT

The following are the results of a survey of 200 Shaker students, 112 females and 88 males.

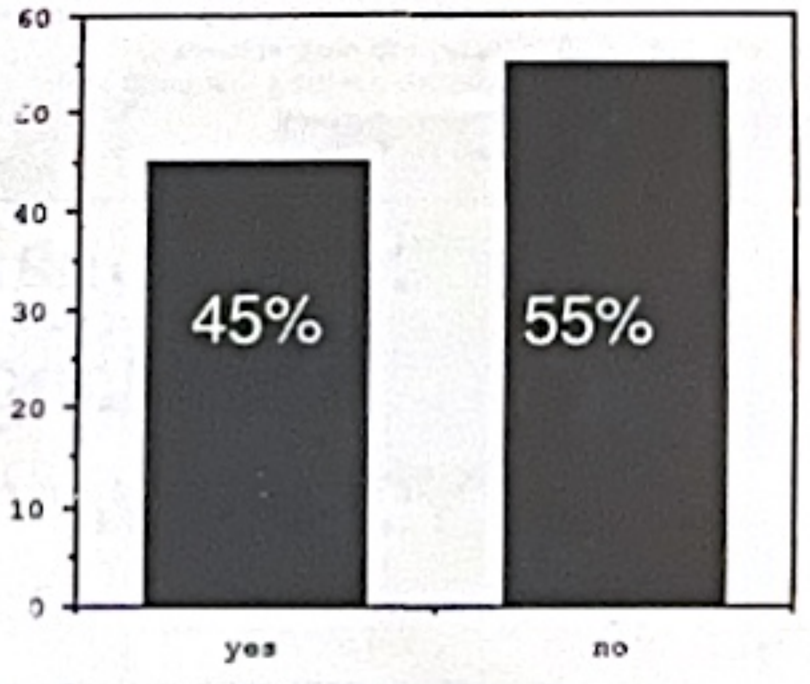
Have you ever been sexually harrassed in the school?



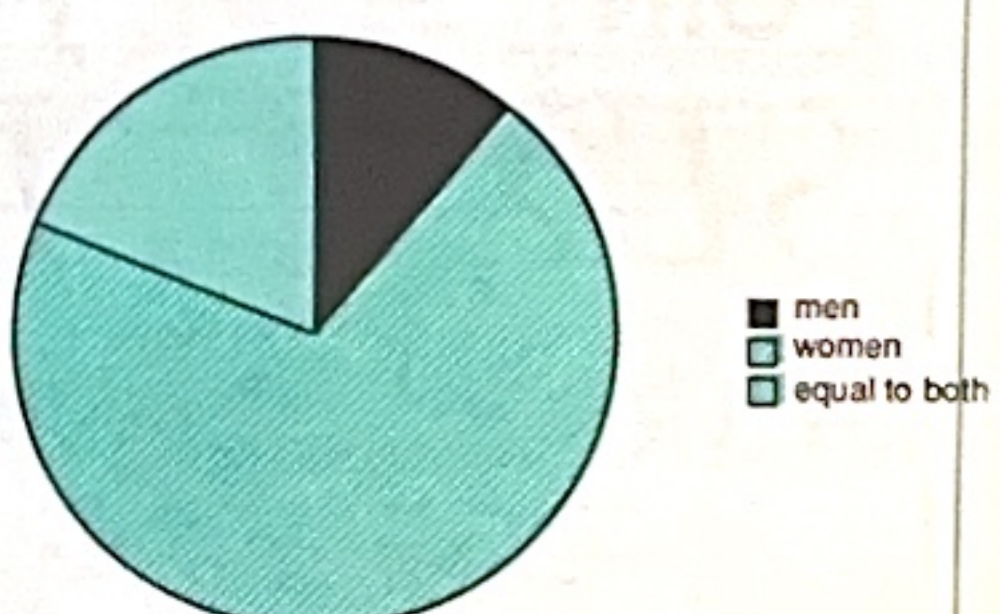
If so, where did it happen?



Do you think sexual harrassment is a problem in the school?



Who do you think gets harrassed more?



Rocky Horror attracts cult-like following

BY MARGARET SAWYER
Staff Reporter

You have heard about it from your friends–that late night movie from the seventies that's really stupid, but sort of fun. And you've thought, if it's stupid and late at night, why bother to go?

You may have a point, but each year thousands of people from all over the country flock to the movies every Saturday at midnight to be part of *The Rocky Horror Picture Show*, a truly unique experience worth trying at least once.

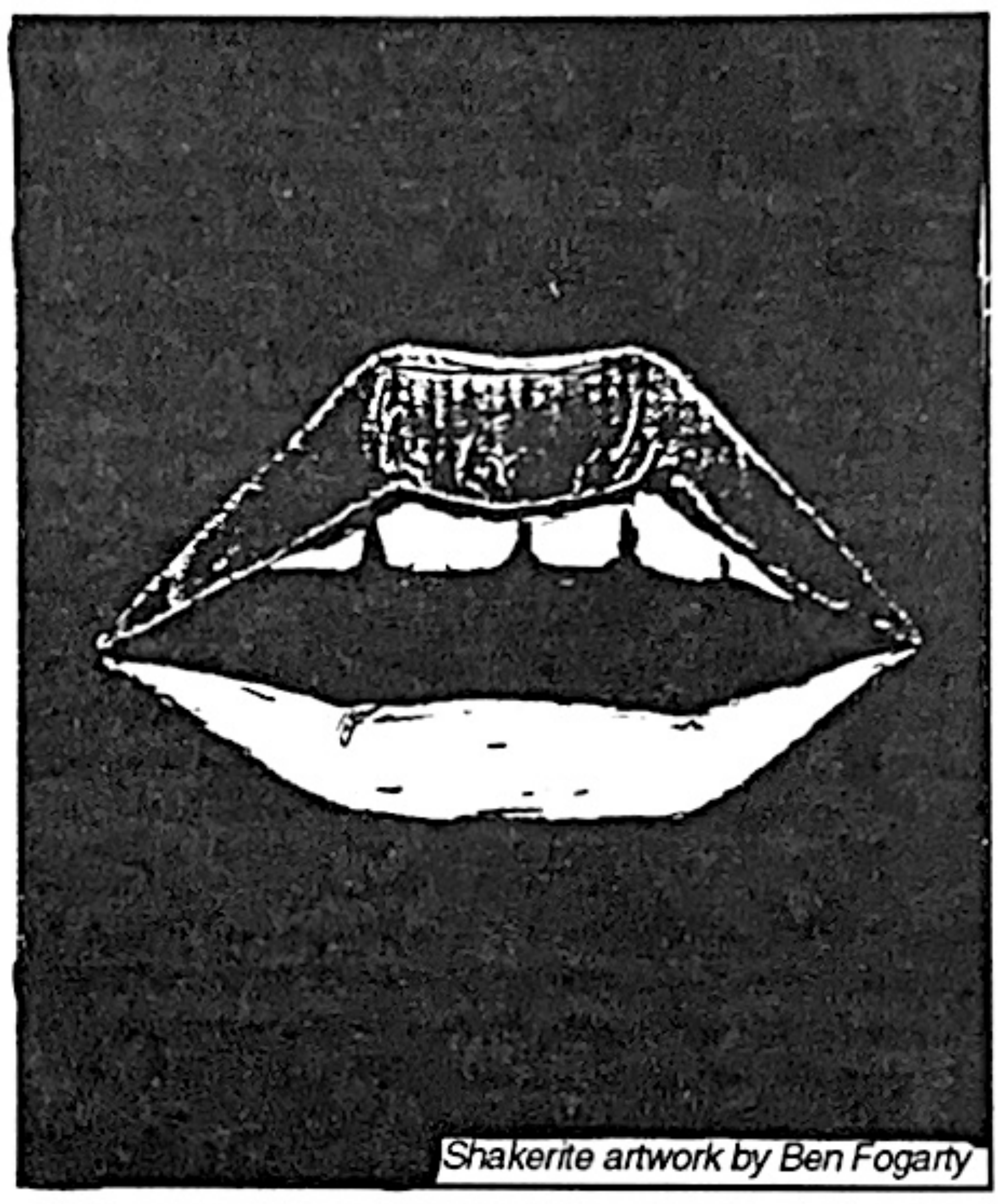
High school students have long ago picked up on this trend, and some go to Rocky almost every Saturday. Senior Jason Stenta, who went for his first time recently, described it as "interesting."

"I went in and because I was a virgin (term used to describe a Rocky first-timer). They took me up to the front and put a 'V' on my forehead and made me take a vow," Stenta said.

After the vow and introduction of the virgins, the innocent newcomers are auctioned off to the audience for some unusual, and some might say disgusting, prices. Example: "I'll pay 20 dirty band-aids and a dead cat for the tall kid on the left!"

Then the lights dim, and the fun begins. You are sitting down thinking that maybe now that the movie has started, it will be a normal experience. Then you notice the people around you. They are shouting every line of the movie and adding some remarks that definitely were not in the original script.

"They fit in perfectly and add to the pleasure of the experience," Stenta said.


Shakerite artwork by Ben Fogarty

Some Rocky–goers tend to disagree about the pleasure found in these added remarks.

"When the people around me started screaming at the movie screen, I realized I didn't want to be there anymore," junior Emily Berens said.

In addition to the screamers sitting in the audience, there is a another group of veteran audience members acting the movie out in front of the screen.

Many people feel that the movie itself really is not so hot. The show starts off as a cheesy romance in which the leading man, Rocky, proposes, and the leading woman (then–unknown actress Susan Sarandon) accepts.

Then the movie becomes a stupid, cliche-ridden horror flick. As the couple drives away, a tire pops and they decide to use the telephone at the conveniently–located spooky castle up the street. The movie borders on lunacy as the audience meets Rocky, the transvestite from Transylvania, and his funky friends.

Ever since the film opened in 1975, it has had a regular and devoted following. Some even call it a cult.

"It's a 'cult' because of the way people interact with the movie," junior Lisa Carlini said.

Carlini said that people go to the movie for the fun atmosphere.

"It's the people and the people's attitudes that draw the crowds," Carlini said.

Everyone seems to have an idea on its popularity.

"It makes you feel good and like you're part of a larger group. If you have a low self-esteem, it's important to feel accepted somewhere," Berens said.

Rocky, though a very unique experience to say the least, is not for everyone. Many people find the subject matter offensive and the humor off-color.

"If you're an open–minded person and you just take it as the joke it is supposed to be, I don't think it would be that offensive," freshman Mike Chaney said.

Some just do not like the experience of *The Rocky Horror Picture Show* in general. Their complaints are reserved primarily for the young, rowdy audience it attracts.

"Combining a very bad movie with a crowded theater filled with people either so drunk or tired that they yell at the screen for a long time is no fun for me," senior Mike Cassidy said.

Note. The Rocky Horror Picture Show can be seen every Saturday at midnight at the Cedar Lee movie theater in Cleveland Heights. Admission is $6.

Still Truckin': Deadheads converge on Cleveland

BY JOSHUA GOODMAN
Co Arts & Entertainment Editor

Wearing a button down shirt, khaki pants and a pair of argyle socks, I must have stood out. I looked like I was going to the symphony, not the Grateful Dead concert. One look at the people around me, however, surely revealed that this was not going to be a night of "Beethoven's Fifth."

When the Grateful Dead rolled into town last month, I had no intention of going. I had never really liked their music, and worse yet, hated the sight of tye dye shirts and psychedelic dancing bears. A series of events which can be described as nothing less than divinely motivated, however, made me the recipient of a ticket at a price I could not refuse.

Entering the parking lot, I saw the largest concentration of Volkswagon vans ever assembled. The parking lot looked more like a 1960s love-in rather than a 1993 rock-n-roll concert. The choice of clothing–tye dyed Grateful Dead shirts. The choice of shoes–sandals (or no shoes at all).

Grateful Dead fans, commonly referred to as "Deadheads," are a unique subculture unto themselves. Despite my refusal to conform and buy a Grateful Dead t-shirt like my fellow groupies, I was amazed by the free–loving spirit which characterized the masses of loyal Deadheads. They all seemed so happy. The question remains, however, whether that happiness was natural or chemically induced.

Shakerite artwork by Jonathan Harris

Deadheads, originally called Dead Freaks, originated in 1972 after a message appeared in a Grateful Dead live album, calling for Dead Freaks to unite by sending in their names, addresses and personal profiles to the Grateful Dead headquarters in San Francisco. Twenty one years later, 90,000 Americans and another 20,000 European fans belong to this not-so-elite organization.

Despite the Grateful Dead's humble origins from the San Francisco Bay area, they have become the top concert draw in America. Not bad for a bunch of over-aged hippies. What surprised me so much, and what keeps the Dead so popular, is their ability to re-generate young audiences.

The high school's own resident Deadhead, senior Joel Mandel, says that the group's cult following is a result of their beautiful and peaceful music.

"There is almost a religious element in their music," Mandel said.

Mandel frowns upon people who go to Grateful Dead concerts just to party or get high on drugs. He even has a term to describe these people whom he despises, calling them "Fakeheads."

Mandel, who owns nearly 300 hours of live recorded Dead music, says that he has spent over $800 on Grateful Dead paraphernalia, tickets and, most importantly, blank tapes which he uses to copy Grateful Dead concert "bootlegs." Mandel, of course, was one of those faithful fans who spent over $80 and went to all three of the Dead's Cleveland appearances.

Mandel says that he is so "deadicated" to the Grateful Dead because they are inclusive of all people, regardless of race, religion, creed or sexual orientation.

"If everybody listened to the Dead, there would peace on earth," Mandel said.

Leaving the Coliseum, I was amazed by what I had witnessed. What I thought was only a gathering of weirdos, marijuana feigns and people still living in the 1960s, had actually turned out to be an amazing experience. I realize, now, that beyond the stereotypes which people associate with the Grateful Dead lies a band full of energy and musical talent.

Maybe tye dye isn't that unattractive after all.

Choir and orchestra to tour Virginia Beach

BY DORRIAN THORNTON
Co-News Editor

The string orchestra and A Cappella choirs will travel to Virginia Beach on April 19-24 to participate in several music workshops and perform for an area high school, according to orchestra director, Tracy Bjella Powers.

The groups will be performing two selections from Handel. The first piece, "Chandos Anthem 4," is similar to the Mozart Requiem program performed at Shaker Middle School last year according to A Cappella choir director, Dr. Ron Morgan.

The second piece, " Jubilate," will feature student soloists, Morgan said.

The groups visited Virginia Beach two years ago, but according to A Cappella choir president, Courtne Coffee, that trip consisted of more competitions.

In addition to Virginia Beach, the choir and orchestra will be visiting Old Dominion College, and the town of Williamsburg, Virginia.

In Williamsburg, the students will have a baroque music tour of William and Mary College, Morgan said.

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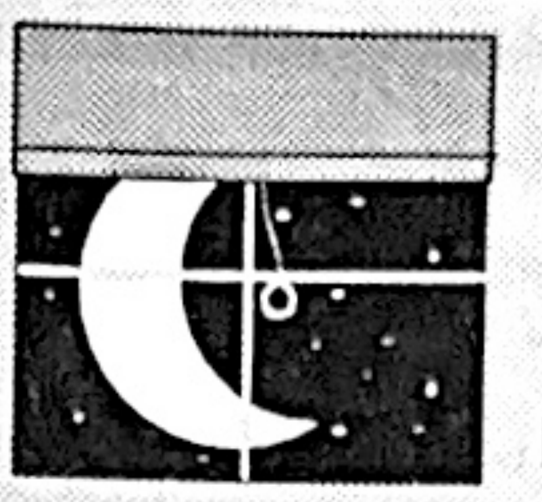


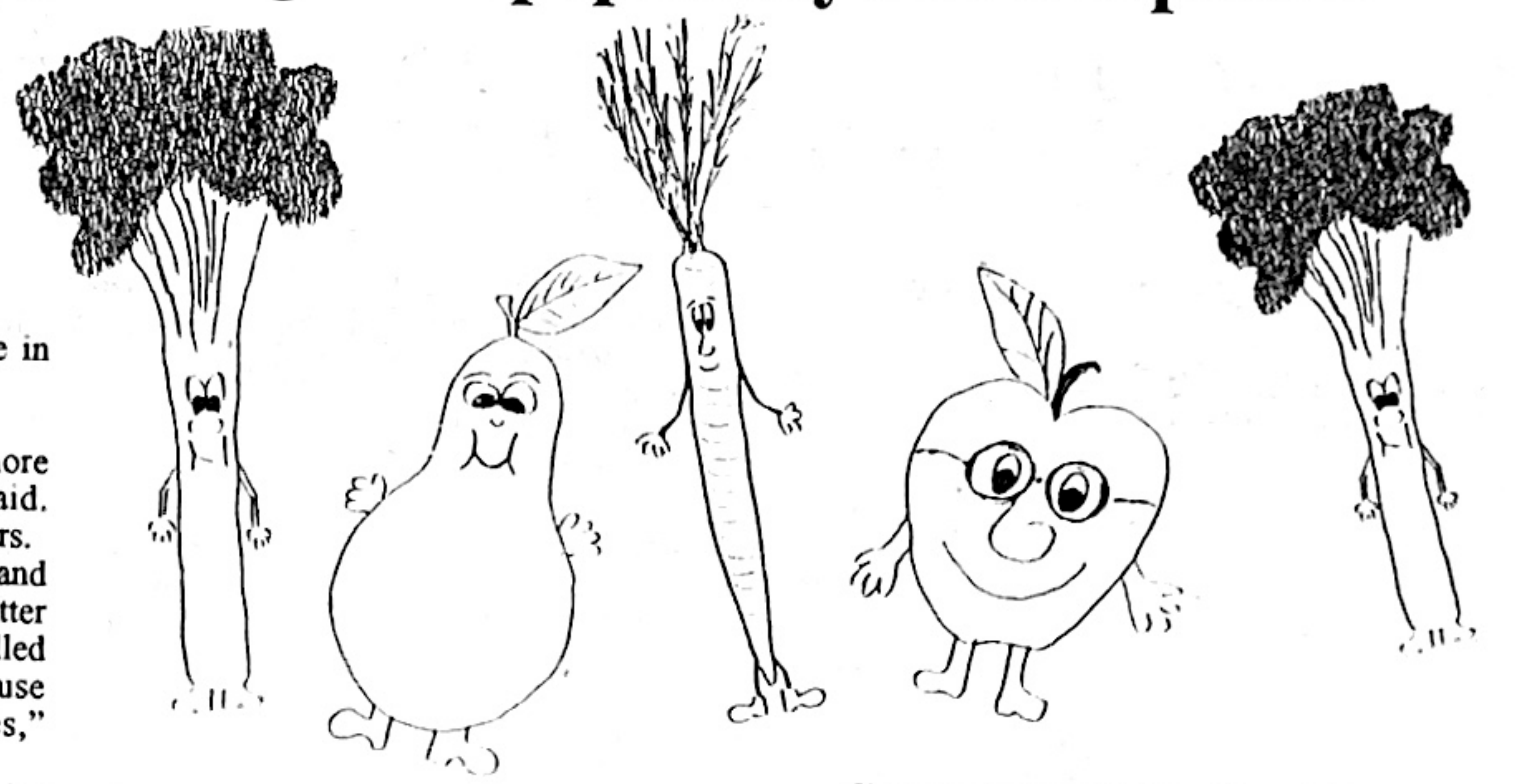
Having trouble getting your Z's?

Check out this month's healthful hints for student sleep statistics and some tips to sleep on.

Veggin Out

Vegetarianism is sprouting more popularity and acceptance

BY AMY LIPTON
Research and Exchange Manager



Shakerite artwork by Esther Rosenfeld

Benjamin Franklin.
Mark Twain.
Albert Einstein.
Erica Resnik.

What do all of these people have in common?

They are all vegetarians.

Vegetarianism is healthier and more humane, senior Marisha Auerbach said. She has been a vegetarian for many years.

"I am a vegetarian both for health and environmental reasons. I feel much better knowing that an animal has not been killed in order to feed me, especially because meat is less healthy than vegetables," Auerbach said.

Though raised as a vegetarian, senior Radha Friedman chose to eat meat for a few years as a child. However, sharing Auerbach's reasons Friedman said she eventually decided to return to vegetarianism.

"My mom and dad cooked vegetarian meals for me when I was young. Now, I don't [eat meat] because [vegetarianism] is healthier. I read all these articles on animal cruelty. I simply feel better not eating meat," Friedman said.

Teaching her classes about the health ramifications of vegetarianism is science teacher Mary Nackley.

"The only concern with vegetarianism is that it's important you supply [the body with] all the essential amino acids. However, you can supply these without eating meat," Nackley said.

Citing similar beliefs as Auerbach and Friedman is English teacher Bily Hart. Hart's moral and health concerns have kept her a vegetarian for the past 16 years she said.

"I don't want to contribute to the pain and suffering of animals. There is no need for meat [in the diet]. I feel better and it is much healthier for the body," Hart said.

After an experience at work, senior Erica Resnick stopped eating red meat.

"Last summer at work I saw a pile of red meat surrounded in blood, and it grossed me out. Not eating red meat doesn't cause a problem with my diet, because I still get protein from foods like chicken and peanut butter. Eating chicken doesn't bother me as much as red meat does," Resnick said.

Also having a bad experience with red meat, junior Jenny Grossman said she turned vegetarian too. After becoming ill on an airplane from eating a piece of meat has been a vegetarian for 11 years.

She said that not eating meat has not caused a problem during meals at home. If her family is eating meat, she said she can eat something else, such as salad.

"It doesn't cause any problems because my family doesn't eat that much meat. My mom will occasionally make me eat chicken for protein," Grossman said.

Auerbach also said she has few problems with meals at home due to vegetarianism.

"If my family is having a meal with meat in it, I can make dinner for myself. I eat a lot of pasta and vegetarian burgers," Auerbach said.

Resnick sometimes runs into small problems at dinner when her family is eating red meat. However, cooking for herself is on occasions is a simple solution she uses she said.

"If my mom makes a meal with red meat in it, I have to make my own dinner. In the end it's not a big deal," Resnick said.

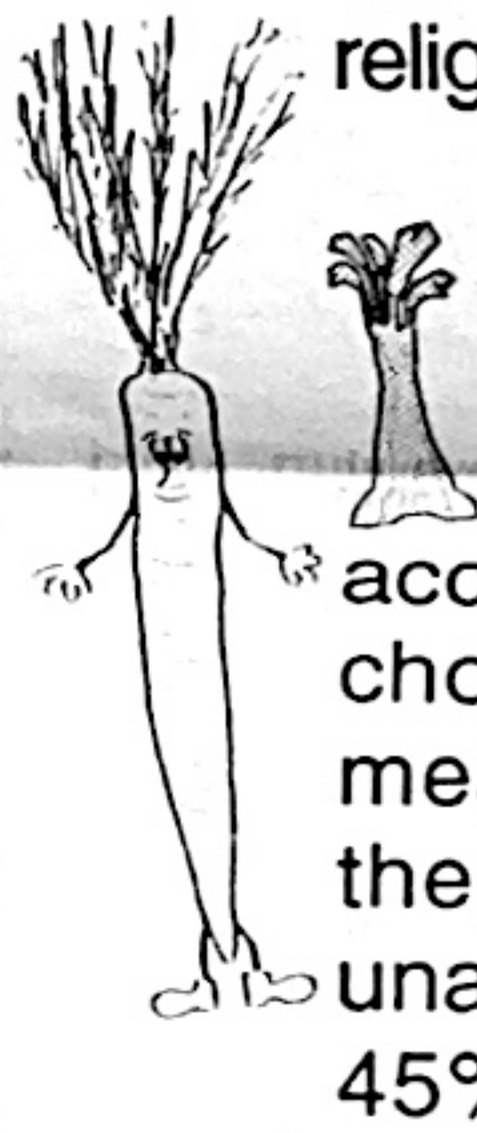
Loree Resnick, mother of Erica Resnick, said that she and her husband do not mind the fact that Erica does not eat red meat, but that their daughter's diet can cause problems around meal times.

"We don't have a problem with her not eating red meat. Physically it is better for her. Sometimes it is difficult to plan meals because she eats different food than we do, and she also refuses to eat fish," Erica's mother said.

Fresh Facts

Of surveyed students, 14% identified themselves as vegetarians.

36% of the vegetarians do not eat meat because they do not like it; 28% said it is healthier not to eat meat; 29%said they think eating animals is wrong and 7% said they are vegetarians for religious reasons.



44% of vegetarians said they find people accepting of their choice not to eat meat. 11% said they find people unaccepting, and 45% find others accepting sometimes.

Source: Shakerite survey of 200 students

German exchange students travel to capital, New York

THIS IS FRANK. Frank Slawitski is a German exchange student here for the semester. When his German classmates came to the States for three weeks, Frank joined them for their trip to Washington, D.C. and New York City. Here is his account.
Shakerite photo courtesy of Frank Slawitski

BY FRANK SLAWITSKI AND DEBBIE LIBMAN
Staff Reporters

"Nie wieder werde ich einen hamburger essen!"

"I will never again eat hamburgers!"

This statement and others of fun and excitement just about sum up the German exchange students' trip to Washington, D.C. and New York the week of Sept. 28.

German students arrived in Shaker on Sept. 20 after a rigorous trip from the Rats-Gymnasium in Goslar, a city of population 50,000, near Hanover.

After a potluck supper and picnic at Horseshoe Lake, an exciting visit to the Rain Forest at the Cleveland Metroparks Zoo, a visit to the famous Cleveland Orchestra and a sightseeing tour through downtown Cleveland, we had a five-day excursion to Washington and New York. All of the exchange students were anxious to see the nation's capital and the eccentric, east-coast city.

On Sept. 28, we started out on the long bus ride to Washington, D.C. Our first stop was the historical town of Gettysburg, the sight of a major battle in the Civil War.

We arrived in Washington late in the afternoon and checked in at the Holiday Inn. That night, we had an informative tour of the city and ate dinner at our usual spot, McDonald's.

"Nie wieder werde ich einen Hamburger essen!"

These words echoed throughout the trip, as we ate one hamburger after another. Because fast food is cheaper, however, we ate them at nearly every meal.

The next day we visited Arlington National Cemetery, one of the largest and most famous cemeteries in the United States. We also toured the Capitol, the Washington Monument and Georgetown.

In the afternoon we had the opportunity to choose between several fascinating museums. One student won 13 stuffed animals and experienced quite an ordeal in his attempt to bring them onto the bus.

Throughout our short time in Washington, D.C., we noticed the similar architectural styles of the buildings to those in Europe.

The following day, we left Washington for "the city that never sleeps," New York.

After a quick stop in Philadelphia, we journeyed to that breath-taking, hair-raising, stimulating city. New York was the essence of a European's picture of an American city.

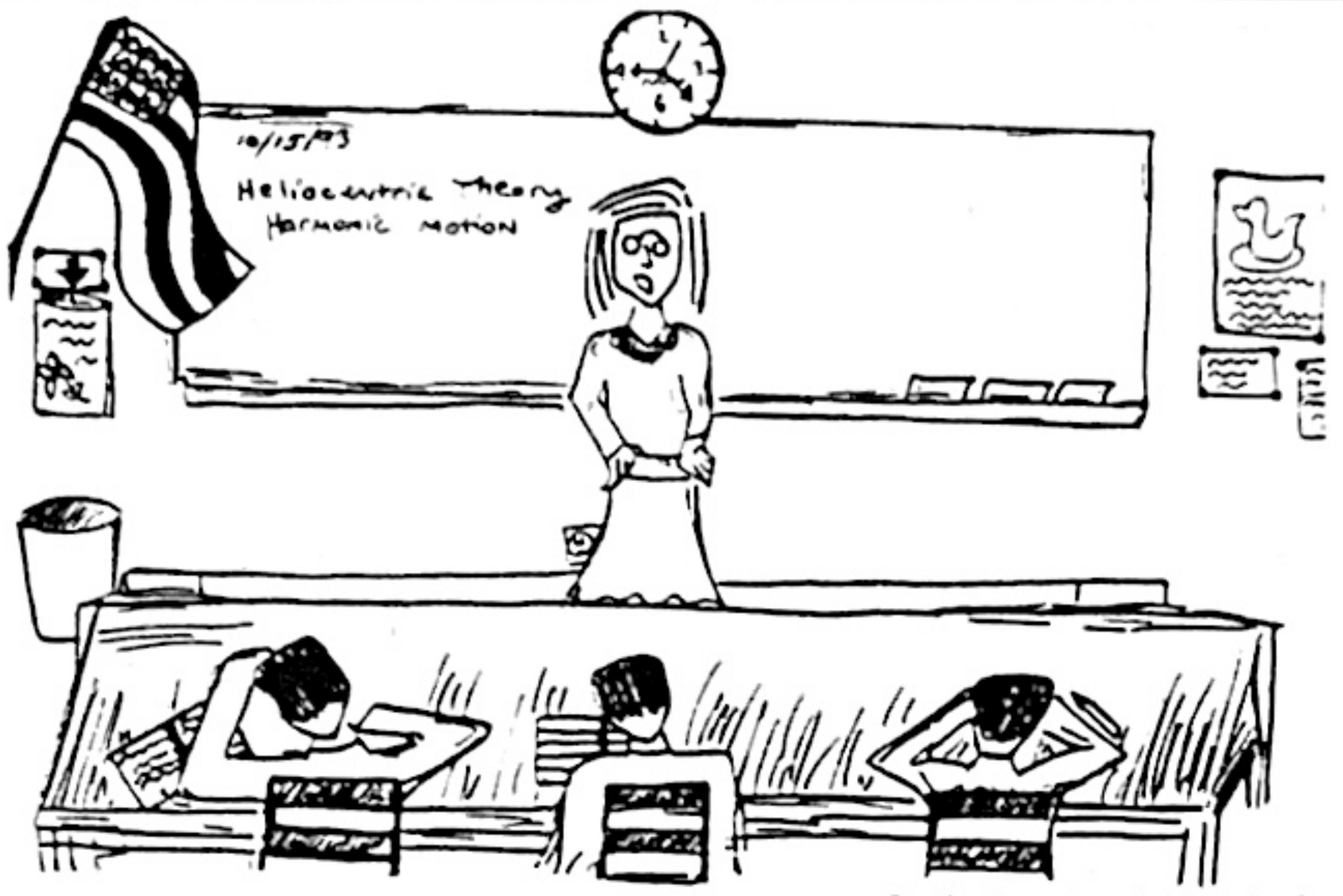
Our hotel was near Broadway, and we saw a stirring rendition of *Miss Saigon*.

We also had a great time exploring the United Nations, the Empire State Building, the stock market and the World Trade Center.

We will always remember both New York City and Washington, D.C. because of their uniqueness and unlimited sights and opportunities. Although we were sad to end the trip, we were eager to return to our friends in Shaker.

We left on Friday and finished the action-packed tour with a stop at Niagara Falls. Late that night we arrived in Shaker, Goslar's sister city.

We certainly may never eat hamburgers again, but we will always remember our amazing trip to two of America's most famous cities.



Shakerite artwork by John Lombardo

Pay attention to the facts of learning

54% of students do not think teachers vary their individual styles.

21% of students said they learn and understand material best when they read it. 37% said the best way for them is seeing examples. 32% said hearing explanations is the most beneficial.

19% of students find note-taking easiest when teachers lecture, 33% when teachers write notes on the board and 48% like a little of both.

72% of students said they think group work and discussion increase their understanding.

Source: Shakerite survey of 200 students

All in their minds

Variety helps students learn

BY SEEMA SHAH
Staff Reporter

Listen to the teacher, take notes in class and do your homework, some common advice we encounter as we try to learn and understand.

"Boring!" may run through our minds at the thought of following these common methods. On the other hand, "This always works for me," may be our thoughts.

Whatever we think, the fact is, what works for some people may not work for others.

"Not all students learn in the same way. There are several different styles," Dianne Derrick of the Woodbury Academic Resource Program said.

"Children learn early on how they learn best, but they don't necessarily know it until it is pointed out," Derrick said.

Agreeing with Derrick, sophomore Lynsey Croll said every student has a unique style.

"Everyone's different, therefore we all learn differently. It's not like we're all androids or something," Croll said.

Teachers being unaware of different learning styles is a problem with education according to Barbara Mayer in her book *How to Succeed in High School*. Teachers need to be more sensitive to the individual learning needs of their students, Mayer said.

Derrick said she also understands the importance of how material is taught.

"All teachers owe it to themselves to be aware of new techniques. Certainly, interjecting some humor and anecdotes makes learning more interesting," Derrick said.

Croll believes that teachers need to be involved in what they are teaching.

"I think that teachers should make it interesting by telling stories that relate to the subject, because if it 'jumps' out at you, you usually remember it better. I like teachers who really enjoy what they're talking about," Croll said.

Math teacher Dennis Hogue tries to make learning easy for his students.

"I make it somewhat casual for them and try to know them a little bit. The more comfortable I make it, the easier it is for them to learn," Hogue said.

Various learning styles are more effective for some students than for others according to Derrick.

Your memory is strong, and you understand what you read in textbooks better than what your teacher says. Your class notes are as valuable as your diary.

You are an eye-minded student.

"Fifty percent of students are eye-minded. Eye-minded students learn best by seeing, reading and remembering what they have seen," Mayer said. "The traditional educational process is geared toward them with teachers requiring students to read textbooks, copy notes and write answers on tests."

Reading is an effective learning method for senior Simon Schilling, she said.

"I learn best by simply reading carefully about the subject. A teacher can't really spark my interest for something. Either I find something interesting, or I don't," Schilling said.

You can not concentrate when reading a textbook. That's boring. You depend on in-class discussions, and you get the most out of listening to teachers lecture.

You are an ear-minded student.

"Forty percent of students are ear-minded. Ear-minded students learn best by remembering what the teacher said, and these students do best in lecture classes," Mayer said.

Lectures help senior Caroline Kimble convert information into more than just facts.

"I probably learn best from a lecture. When a teacher gets really involved in what they're talking about, that gets me interested," Kimble said.

Students who are ear-minded should try using tape recorders for lectures, studying aloud and with groups and talking about the subject with other students, Mayer said.

Doing labs and having tangible examples are what make things click for you. Before you understand a science principle, you need to see it happen.

You are action-minded.

"A final 10 percent of students are action-minded. Action-minded students learn best by doing, working with their hands, by holding and handling and through personal experience with things," Mayer said.

Judging from previous school years, sophomore Virginia Pierce said she finds herself in this category.

Being able to actually do what she is learning about helps her remember the material, Pierce said.

Action-minded students are at the greatest disadvantage of all in the normal school process, Mayer said.

Action-minded students should study by writing notes, making outlines with pictures, coming up with key symbols for main ideas or even drawing cartoons, Mayer advised.

So what is the best way to learn?

There is no "best" way to learn, according to Derrick, because everyone learns differently.

Science teacher Ken Culek said he appreciates students' different learning methods and believes that memorizing informaton does not benefit the student.

"I try and make my students really think and not memorize," Culek said.

Simon Schilling is making flashcards, Alyse Pelavin getting a study group together and Virginia Pierce is doing her biology experiment. Whatever method we may prefer, one works best for each of us.

Making the Grade

#1

Check out the teachers who were voted at the top of their class.

- Best Stories Award: T. Baird Wiehe, Psychology
- Best Use of Board and Visual Aides Award: Dennis Hogue, Math
- Makes Learning Most Effective and Enjoyable Award: Hogue

Source: Shakerite survey of 50 seniors

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healthful hints

One . Two . Three .

Wouldn't it be nice if counting woolly, little animals really could help us fall asleep? If the Sandman really could shut our eyes and bring us nice dreams?

Unfortunately, there is no magic to falling asleep (though it might be easier if there were). Here are some hints that might, however, turn 60 winks into a deep, refreshing sleep.

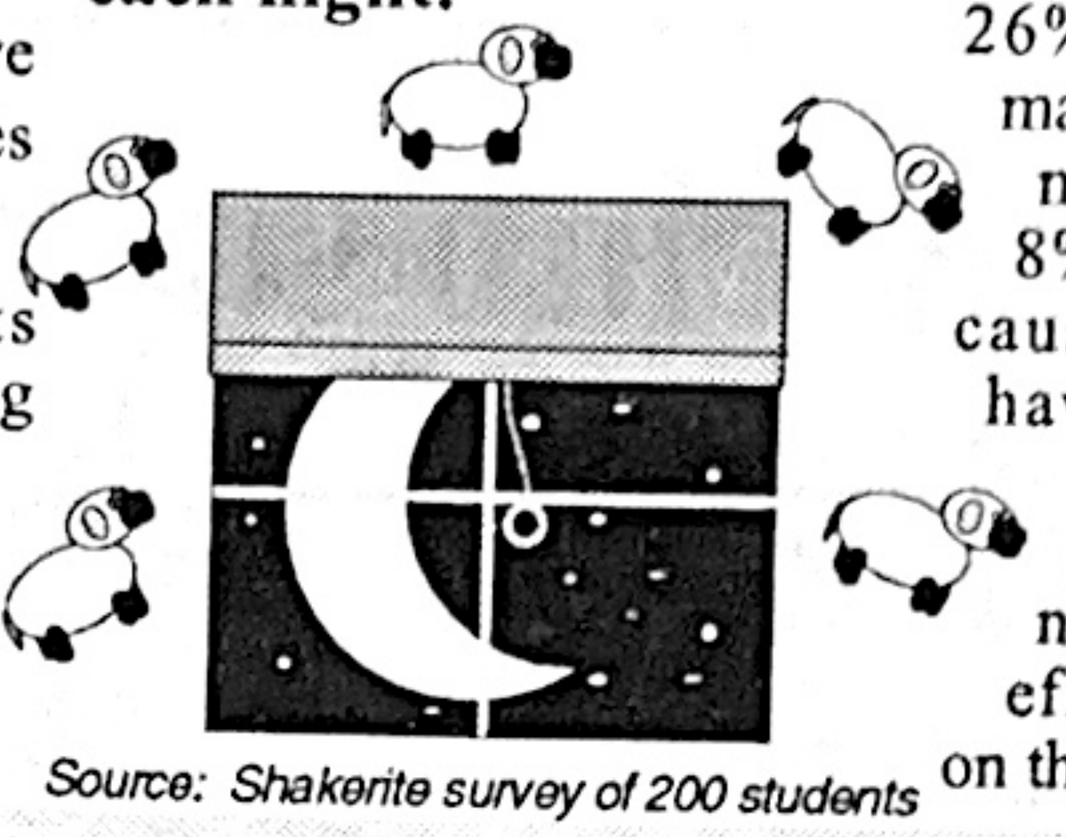
Shakerite artwork by Rebecca Spagnolo

14% of students said they have trouble falling asleep almost every night. 35% said they have trouble a few times every week.

43% of students said they are getting six or less hours sleep a night. 35% said they get between six and seven hours.

83% of students said they do not feel like they get enough sleep each night.

46% of students said stress causes them to have trouble falling asleep. 26% said stress makes their sleep more restless. 8% said stress caused them to have more bad dreams. 20% said they noticed no effect of stress on their sleep.



Source: Shakerite survey of 200 students

Most people complain about sleep, or lack thereof, at one time or another. Here are some common sleep-related problems and how to solve them.

Do you read, do homework, eat or talk on the phone in bed? If you do, then you are associating your bed with awake activities. Use your bed only for sleeping so that your mind automatically thinks of sleeping while there.

Do you lie awake at night for long periods of time? When you do, don't stay in bed for more than 30 minutes. After 30 minutes, get out of bed, and do some boring activity. Return to bed only when you feel sleepy. By doing something boring, your body will not enjoy its time out of bed and will train itself to sleep instead. If you read, watch TV or eat while awake in the middle of the night, your body will continue to wake up in hopes of doing these activities.

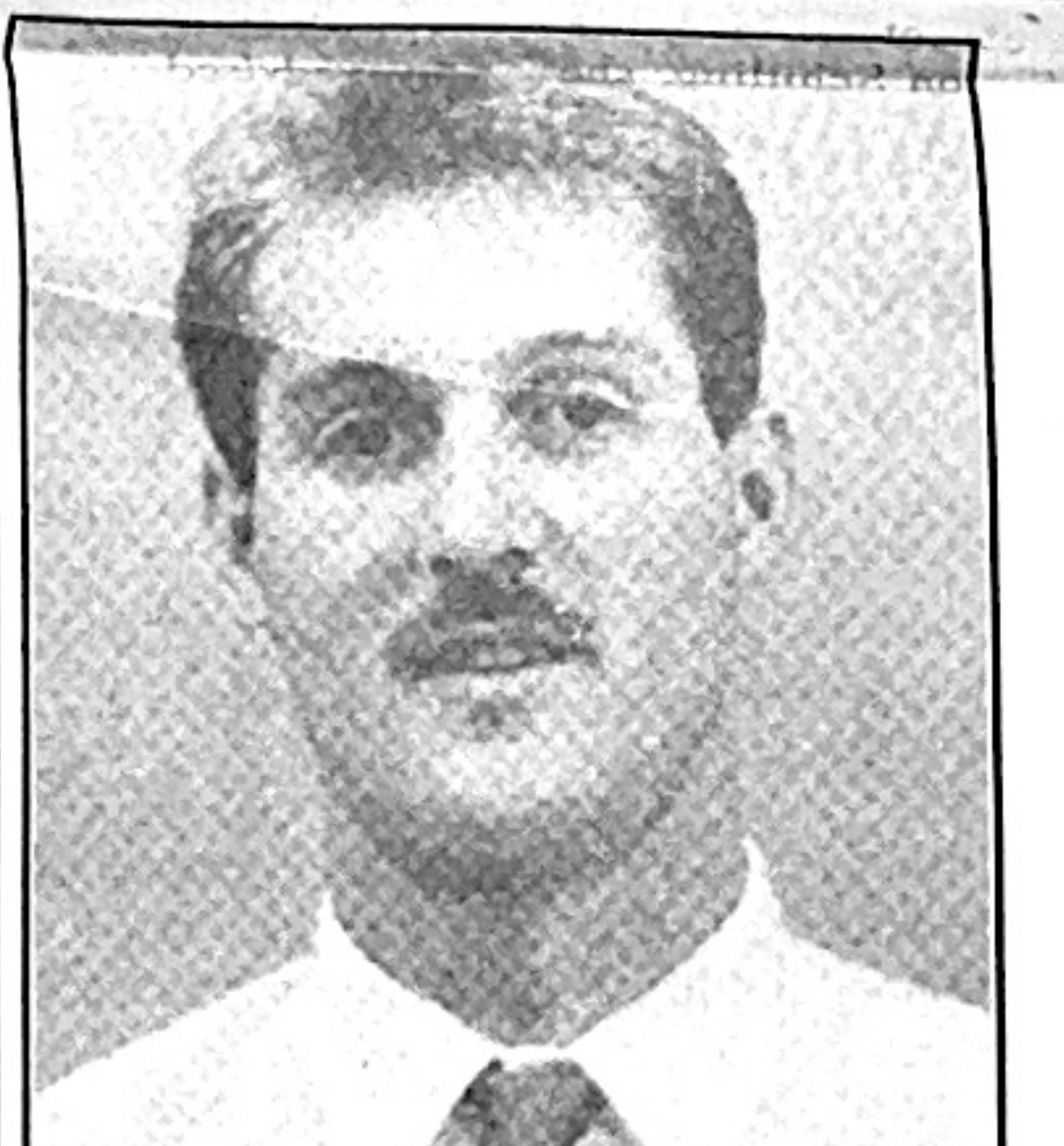
Do you sleep at odd times? If you can't fall asleep until very late at night, and you don't wake up until late in the morning, then you are probably suffering from a displaced sleep period. This problem can cause you to be tired throughout the day because you are not getting enough sleep. Check out a book from the library on how to get your body back on schedule.

Are you drowsy during the day? If you feel tired and sleepy during the day, you may be suffering from the quality of your sleep, not the quantity. You are probably sleeping very lightly and not getting enough deep sleep. In order to make your sleep more effective, don't take naps during the day, and try exercising so that your body will be more receptive to sleep.

There is no ideal amount of sleep for everyone. Every person has different needs and should find out how much sleep he or she needs to feel rested and comfortable.

Sleep facts compiled by Courtney Masini, Managing Editor

IN PROFILE



PRACTICING WHAT HE PREACHES. Assistant Principal Randy Yates maintains strong family values and beliefs.

Shakerite photo by Larry Latson

Yates' beliefs shape life, advice to students

BY COURTNEY MASINI
Managing Editor

You may have seen him on National Geographic talking about the time he was chased by a grizzly bear, or you may have just seen him in the hall.

Beyond the authoritative figure holding a walkie-talkie is a man with strong family values and great insight into his past.

But to us, he is just Mr. Yates.

Randy Yates, 11th grade assistant principal, grew up in Southern Ohio on a farm and went to Muskingum College. His favorite parts of high school were his friends and athletics, but if he could do one thing over again in his life, it would be ages 12 to 21.

"I'd probably do it all differently. I'd take some of my own advice about learning to like to learn and making my family more important," Yates said.

Some of this advice that Yates said he wishes he had taken when younger and that he now gives students himself is about appreciating the learning process .

"You're going to have to learn your whole life, and the sooner you learn to enjoy it, the better off you are going to be," Yates said.

He also stresses the importance of family life.

"When everything is done and over with, your family will be around a lot longer than your friends will be," Yates said.

Yates did not plan to become a teacher, he said, but a college professor encouraged him to take some of the course work for teaching classes, and he got hooked.

"When I did my student teaching, I really enjoyed working with the kids, so I decided to do this for a little while," he said. "I've been teaching for 10 years now, and I feel like this is what I'm supposed to do. I feel very sure that this is where God wants me right now."

Religion plays an active role in many aspects of Yates' life.

"[Religion] helps me be more responsible and more aware of what's going on around me," he said.

Yates came to the high school to be an assistant principal three years ago after teaching at the middle school for six years. He said he misses teaching classes because of the daily contact with students.

"With teaching, you have more of a daily relationship with kids, and I felt that I had more of an impact on individual kid at that point," Yates said.

Dealing with discipline, Yates said the greatest disciplinary problem at our school is the same as society's, that of self-discipline.

"We are all, as human beings, more concerned about our own rights or problems than those of others," he said.

He said the solution to the problem is to realize that there are other people in the world with the same problems and the same rights.

Yates spends most of his free time with his wife and his 10-month-old daughter Karli. He said he also enjoys outdoor activities such as fishing, traveling, camping, hiking, biking and sports.

Yates said that adjusting his life to having a child came naturally.

"[When you have a child] you realize that there are a lot more things more important than you are, and you become more unselfish," Yates said.

Summing up all his experiences and beliefs, Yates talked about his philosophy on life.

"You never know how long you're going to be here, so you should enjoy it to the best of your ability," Yates said. "I believe we were all put here for a purpose, so part of the trick to life is learning to do what you're supposed to do, yet learning to enjoy that as well."

THE LOOK
COMMENTARY

Black and economical this year's homecoming looks

BY DONALD HILL
Staff Reporter

You've got your date! Now that your number one worry is out of the way, you can concentrate on what you are wearing to the season's biggest school event, the Homecoming Dance.

Black. That's the word buzzing around about what color will be seen at the dance.

"Black is the color to be seen in. It's elegant, yet playful, and ready for a night on the town," senior Clare Cogan said.

Other popular colors will be red, white, hunter green and navy blue, the old favorites.

So, what exactly is the dress code for this dance? Many students have been going to the dance for three years and still cannot get a definite answer to this question. The key is to come dressed in something that you would not wear to school.

"Freshmen will have a hard time figuring out what to wear since they have never been to homecoming before. I think it should be dressy. People should not come looking bummy," freshman Kara Johnson said.

Senior Sherell Carter agrees with Johnson.

"Some students underdo it by wearing jeans, and others overdo it by wearing 'Cinderella' dresses and tuxedos," Carter said.

Money is a big issue. Senior Harlan Ashe said he spent about $150 on his outfit for this dance.

"I decided to come in what I call my 'ghetto suave' look, which consists of baggy pants, Hilfiger button down, GAP sweater-vest and some Timberland shoes with my Hilfiger socks," Ashe said.

A nice outfit already in your closet or something on sale is your best bet for an economical homecoming. Don't forget, you still have to consider paying for tickets and dinner. Some good places to find sport coats, slacks and dresses on sale are J. Riggings and DJaiz for guys; Gantos and Winkelmans for girls. Department Stores like Dillard's or Kaufman's are also worth checking out. A nice blazer should work for guys. Don't worry about three-piece suits.

"I think homecoming should be more casual. Instead of spending more money, you should be having fun. You should be able to hang up your sport coat and be yourself," sophomore Andy Deuel said.

Some seniors attending their last homecoming said they could care less about what they wear.

"Because I'm a senior and I have a laid back attitude about everything, I'm not going to buy anything new. I am not going to decide what I wear until the day of [homecoming]," senior Tamara Rothenberg said.

For girls, the styles are endless. Save the "Cinderella" gowns for prom and come in a simple and comfortable dress. The temperature will be cool, so make sure you have a shawl or jacket when wearing tank and off-the-shoulder dresses. Wide-legged pants or bell bottoms with a nice blouse will also work.

"I love to dress up. I like the sleeveless, short dresses, perfect for dancing," Cogan said.

Even though homecoming is a fashionable event, try not to get too worked up over your clothes. Don't spend obscene amounts of money on something you may never wear again. Look nice, drink lots of sherbert punch and dance 'til you drop. Peace out and stay in style.

This month's sports section features:

- *A look at how the Booster Club helps high school sports.*
- *An article on what it takes to be a high school cheerleader.*
- *A story on cross country star Ryan Holliday.*
- *Raiders of the Month.*
- *A story on the unheralded volleyball team.*
- *The Red Raider Wrap-Up.*
- *Sports Briefs*

SPORTS BRIEFS

Football team chooses alternate style of play

The football team will be using a new tactic of having seperate offenses and defenses in the Homecoming game against Parma on Saturday, Oct. 23., according to senior lineman Mark Ackerman.

The team is changing from their original ironman style of football (where the starters play on both offense and defense), to a set offense and defense. This move could help the team's work ethic.

"Moving away from ironman football will help to maximize practice time because you can work on offense and defense at the same time," Ackerman said.

The team 's record is currently 3-4.

–Ryan Gohmann

X-country is competitive

The mens cross country team is off to a third place standing in the L.E.L.

The team easily defeated Benedictine in their first regular season meet.

They went on to win the Glenn Valley Invitational, with senior captain Ryan Holliday taking first place.

Sophmore Jeremy Caldwell described cross country as a trecherous sport which requires many hours of hard work.

Cross country is not a sport suited for all atheletes. Caldwell said that he advises atheletes to consider their descision carefully before going out for the team.

Before the races the team always tries to be confident with themselves, while still maintaining a high level of sportsmanship.

According to Caldwell, before the race, the team tells their opponent, "Good luck, I hope we don't see you until the end of the race."

–Alex Hamerstone

Field hockey prepares for state tournament

In ending their regular season with an undefeated record, the field hockey team is overflowing with confidence as they prepare for another state tournament.

The team finished the regular season with a 13-0-3 overall record, 11-0-1 in the Lake Erie League, giving them yet another LEL title.

Entering the state tournament as the second seed in Northeast Ohio, the team is playing the winner of the Lakeridge-Stow game today.

"I would always like to get back to the finals," coach Linda Betley said.

To win the state championship for the second time in three years, the team will have to beat out the 31 teams involved in the tournament.

"I think if we stay dedicated, and keep working hard, things will work out in the end," junior left-wing Alyson Tynes said.

Senior captain Ashley McWilliams leads the team in goals and assists.

–Kevin Cole

Booster club supports high school athletics throughout the year

BY CLIFF MENDELSOHN
Staff Reporter

Every year Shaker residents are asked to donate money to the Shaker Boosters, but many people do not know what this money is spent on during the year.

The Shaker Boosters were started in 1985 by Mort Levin, whose son was a student at Shaker. Ever since, the Boosters have had one main objective.

"We try to buy things that can be used by a variety of sports teams," Boosters President Jean O'Grady said.

While doing this, however, the Boosters encounter one major problem-their budget. Athletic director Jerry Masteller and O'Grady said that the Boosters only receive $4,000 a year, and half of this goes towards expenses such as the sports programs printed before every fall, winter and spring season. This year O'Grady said that they paid less for the programs because of advertising.

Once all of the expenses are sorted out, the decisions on what to be purchased have to be made.

According to O'Grady, a wish list is sent out to all coaches. This wish list usually includes items such as warm-ups, video cameras, benches and weights.

Along with trying to purchase items that several teams can use, the Boosters buy items on a need basis. In the past, they have purchased new weights in the weight rooms and video cameras for the use of all teams. The Boosters also helped purchase the new scoreboard for the baseball field last year.

Along with equipment, the Boosters offer four $250 scholarships for summer camps, and these scholarships are based on need and athletic ability, O'Grady said. Masteller added that the Boosters donate $500 towards the purchasing of state championship trophies, on occasions such as the 1992 Field Hockey team and the 1993 Ice Hockey team.

"The Shaker Boosters are not a high profile organization like some other schools have. They don't hustle money through sales of pins, seat cushions or clothing," Masteller said.

Last year the Boosters raised much of their money through an art auction, but O'Grady said that no decision on any fundraiser for this year has been made.

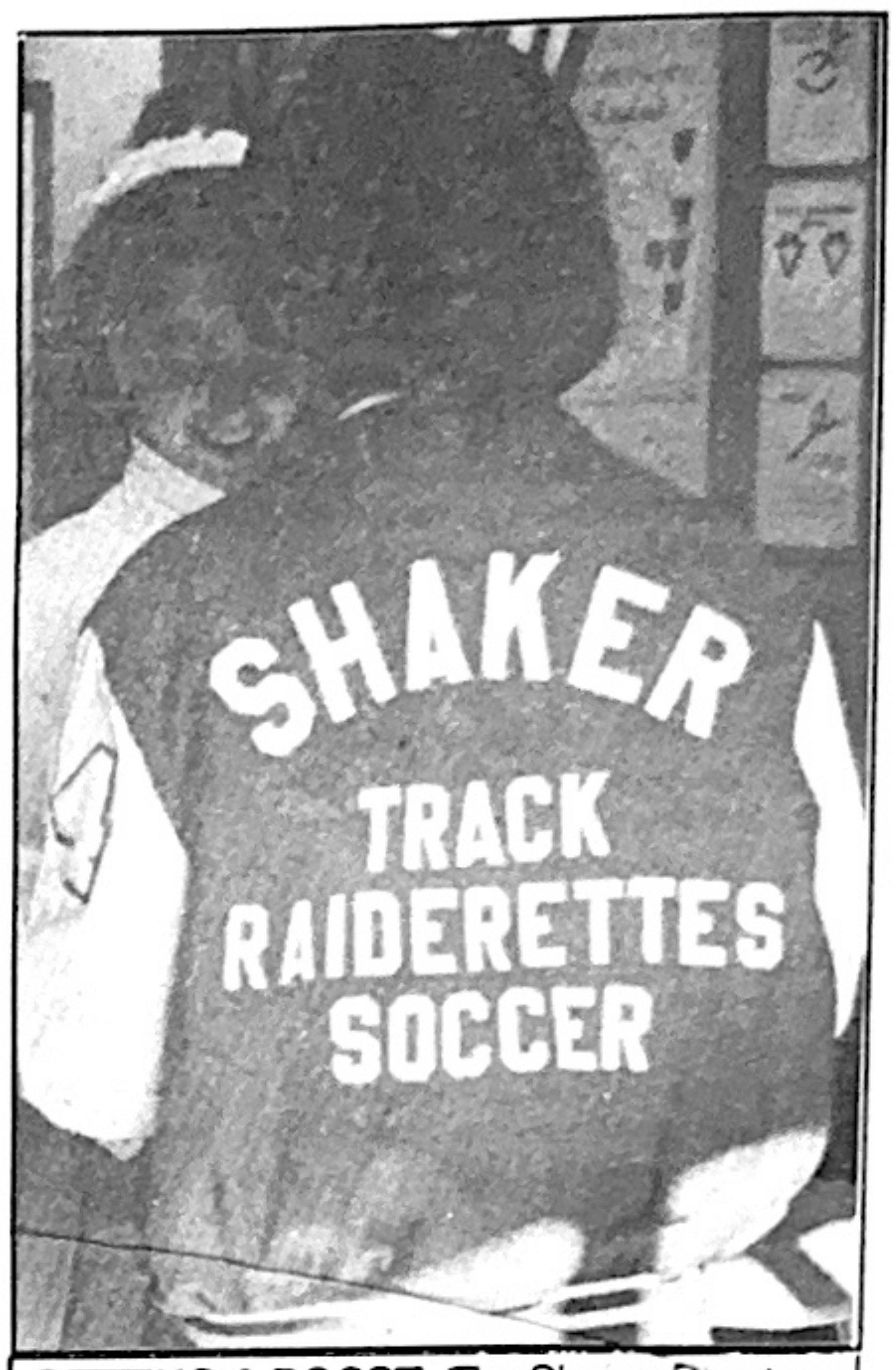
If teams want to buy something that is going to be expensive, it is up to them to raise the money themselves. A good example of this is the Football Boosters Club which raises money throught car washes, auctions and events of that nature.

In the past, the football team has purchased warm-ups with the money they raised through their own booster club. They also buy food for the football team before every game.

"The Boosters just try to get people out to games and supporting their teams," Masteller said.

Masteller also added that the Boosters just try to make playing sports more enjoyable for high school students.

The next time the Boosters ask for money, remember just how much they can help the high school's athletic teams if they get your money.



GETTING A BOOST. The Shaker Boosters fund many of the high school's activities, including track, Raiderettes and soccer, as senior Crystal Patrick shows by wearing a letter jacket.

Shakerite photo by Larry Latson

Cheerleading: Not just fun and games

BY WILL GLASSON
Staff Reporter

You see the cheerleaders at high school sporting events throughout the year. But what does it really take to be one of them?

"It's fun, but at the same time hard since you always need to concentrate; you just need to know how to handle it," senior cheerleader Kiisha Godineaux said.

Along with concentration, Godineaux added, cheerleaders need to show dedication and perseverance to succeed.

"You can't just go out on the field and perform. There are drills and cheers you have to know, and stretches and aerobics we need to do to get ready," Godineaux said.

All the cheerleaders said that the group was a team , like in any other sport, because of the dedication involved, the rigorous practices and teamwork needed to prepare for a game or pep rally.

Part of getting ready for the season is a summer camp designed specifically to help cheerleaders' conditioning and teamwork for drills and cheers.

Unfortunately, cheerleaders are often stereotyped as pretty, dumb, blond, socialites.

"You can't worry about the stereotypes. People always have negative things to say to you. You just need to work together and keep up school spirit," Godineaux said.

Maintaining school spirit is not always easy, several cheerleaders said. When the high school teams are performing poorly, the fans may begin to take out their frustrations on the cheerleaders.

"The difficult part in cheerleading is being able to deal with different circumstances on the spot," senior cheerleader Crystal Patrick said.

Patrick also said that cheerleaders need to constantly display a winning attitude and always smile.

Along with the difficulty in maintaining high school spirit, cheerleading is also difficult because of the time required to do it.

"[Cheerleading is] very time-consuming. You learn the importance of responsibility," Patrick said.

The cheerleading team performs during football, field hockey, hockey and basketball games To be able to attend and perform at all of these events, cheerleaders need dedication and patience, Godineaux said.

"We have to have a lot of patience, not only with the crowd, but with each other. Cheerleaders, above everything, can't be shy," Godineaux said.

LET'S GO! High school cheerleaders, seniors Cheanna Hudson, Kiisha and Sharyn Godineaux and Crystal Patrick cheer on the football team in a recent home game.

Shakerite photo byW. Michael Flemingi

ANOTHER DAY OF PRACTICE. Senior Ryan Holliday runs through the parking lot to prepare for an upcoming cross country meet.

Shakerite photo by Larry Latson

There's no break for this Holliday

BY MICHAEL BECKER
Staff Reporter

Because of a remarkable season in which he finished 24th in the state meet, the high school's mens cross country team captain Ryan Holliday has set standards for himself that will be hard to duplicate.

"Last year he was outstanding. I'd like him to top it this year." cross country coach Charles Richards said.

> *[This year's cross country team] is the best team in the last five years. We have a good chance of going to regionals and an outside shot at states."*
>
> *–Ryan Holliday*

Despite this high praise, Holliday is not letting his ego go to his head.

"People will tell you I'm better than I am," he said.

So far this year Holliday has started off slowly. It was not until his eighth race that he won a meet. He credits this slow start to his lack of training over the summer.

"I didn't do as much over the summer as I should have," he said. "[But] the season is turning around."

To prepare for his five kilometer meets, Holliday practices with the cross country team every day after school. He said in a typical practice the team will start with calisthenics, then run to Thornton Park, do sprints up and down the hill and run back.

On days before the meets Holliday said the team will 'only' run four or five miles. Overall he said the team runs about 35-45 miles a week.

Holliday's strategy for running the five kilometer race has led to a personal best time of 16:06, or a 5:11/minute mile.

"I run a mile before the race to get the blood going," he said.

Holliday does most of his damage during the race from behind.

"I like to run from behind. I don't start fast. If I start out too fast, I get tired too quick," he said.

"This year's cross country team] is the best team in the last five years. We have a good chance of going to regionals, and an outside shot at states," Holliday said.

Besides being on the cross country team, in the spring Holliday is a key member of the track team for which he runs the one and two mile events. He said that track and cross country are similiar, except that track meets last longer.

As for the future, Holliday said he wants to be named Raider of the Month.

"If he comes close to last year, he will do well. I think he is an outstanding individual," said Richards.

The mens cross country team placed fourth out of a field of 10 in the Lake Erie Meet at Mentor Garfield Park on Oct. 16.

Holliday finished second overall, with a time of 16:43 minutes.

Tennis team wraps up season by winning the LEL title

JEFF JABLOW
Co-Sports Editor

The womens tennis team bounced back from two consecutive second place finishes to win the Lake Erie League. This is their eighth LEL title in ten years.

The team finished with an overall record of 10-7 with a record of 6-0 in the LEL.

"I feel very good about this season. We accomplished what we set out to do, which was to win the league," coach Al Slawson said.

According to Slawson, the team's strength was their depth.

"We didn't have any one outstanding player this year. We had many good players. The doubles were the strength of our team," Slawson said.

Junior Allison Weingart agreed.

"Our doubles were very strong this year ," Weingart said.

Weingart and junior Masha Chetyrkina, played first doubles and only lost four times this year.

"We played very well together," Weingart said.

The second doubles team which consisted of freshman Lyndsey Mirmelstein and junior Lindsey Wiggins also only lost four times as a team..

Weingart and Chetyrkina won the sectional tornament and came within one match of qualifying for the state tournament.

"I was hoping that Masha and Allison would make it to Columbus for the state tornament," Slawson said.

Wiggins and Mirmelstein made the qurterfinals of the sectional tournament while first singles player junior Jackie Ruffing finished fourth in the sectionals and lost in the first round of the district tournament.

Second singles player junior Rebecca Horst and third singles players juniors Millie Nahm and Ingrid Norman also helped the team capture the LEL title.

According to Slawson the outlook for next season is positive.

"Everybody's going to be back next year. Of all 25 players on junior varsity and varsity there were no seniors," Slawson said.

RAIDERS OF THE MONTH

BOBBY RUFFING. Ruffing, a senior captain of the golf team, has finished another outstanding season, leading the team to an 18-5 record.

Shakerite photo courtesy of Gristmill

SHERELL CARTER. Senior volleyball captain Carter has lead the team in points en route to their 14-5 record.

Shakerite photo courtesy of Gristmill

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Volleyball squad quietly succeeds on the court

BY TOM TAYLOR
Staff Reporter

The womens volleyball team has been quietly defeating opponents, earning a 14-5 overall record which places them among the top teams in the league.

Despite this stellar record, the team receives little recognition from high school students.

"It's been tough for the girls with such weak fan support. They really have a lot of heart to stand up and win against teams with such loud and intimidating crowds," coach Julie Buffenbarger said.

> *It's been tough for the girls with such weak fan support. They really have a lot of heart to stand up and win against teams with such loud and intimidating crowds."*
>
> *–Julie Buffenbarger*

Buffenbarger said that volleyball is often overlooked when compared to many other of the high-profile fall sports, such as football and field hockey.

Buffenbarger hopes to see larger fan support as volleyball becomes more popular around the school. She feels that there is a lot of talent and competition at the high school level which a lot of people do not realize exists.

"The high school level is the building ground for college scholarships, which makes the competition very high," junior Leslie Waller said.

The team is led by seniors Sherell Carter and Lindsay Marsh, two players that Buffenbarger says are great leaders by example.

Marsh is like the 'quarterback' of the team, Buffenbarger said. She calls the plays and dictates the action.

Carter is the team's main offensive threat, accounting for most of the team's points, Buffenbarger said.

The team's league record is 5-3, with two losses owing to rival Normandy.

Buffenbarger's goal for this season is for the team to peak during sectionals. She believes that if this happens, there is no telling how far this team can go.

Sectionals run until Oct. 23.

SET ME UP! Senior Courtney Coffey sets up a teammate for a spike during a recent match. The team has a 14-5 record, and has quietly become a force in the Lake Erie League.

Shakerite photo courtesy of Gristmill

RED RAIDER WRAP-UP

Football

RECORD: 3-4
LEL RECORD: 2-0

JV RECORD: 2-5
9TH GRADE RECORD: 3-2-1

Field Hockey

RECORD: 13-0-3
LEL RECORD: 11-0-1
(league champs)

JV RECORD:

Mens Soccer

RECORD: 11-4-2
–Sectionals are going on right now until Oct. 30

JV RECORD: 3-8-2

Cross Country

MENS:
OVERALL RECORD: 3-2

WOMENS:
OVERALL RECORD: 3-0

Golf

RECORD: 18-5
LEL RECORD: 12-2

–State tournament begins on Oct. 22

Womens Tennis

RECORD: 10-7
LEL RECORD: 6-0 (1st place)

–juniors Allison Weingart and Masha Chetyrkina won the sectional tournament

Womens Soccer

OVERALL RECORD: 5-8-2
–sophomore Jennifer Tobin and junior Heather Hanson lead the team in goals

JV RECORD: 0-10-1

Volleyball

OVERALL RECORD: 14-5

–Districts: Oct. 25-Oct. 30
–Regionals: Nov. 6
–States: Nov. 11-13

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